DOCUMENT RESUME

ED 370 370 FL 022 118

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TITLE Teaching the Teacher Within. Long Term Success for Bilingual & Monolingual Students.
INSTITUTION Mid-Continent Regional Educational Lab, Denver, CO. Center for Educational Equity.
PUB DATE 93
NOTE 75p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Bilingual Students; Classroom Communication; Classroom Techniques; Cultural Pluralism; Educational Objectives; *Educational Strategies; Elementary Secondary Education; English (Second Language); Failure; Instructional Effectiveness; *Limited English Speaking; *Program Design; Student Evaluation; Success; *Teacher Role; *Teacher Student Relationship

ABSTRACT

A discussion of the education of bilingual children, in both mainstream instructional programs and bilingual or transitional programs, focuses on the manner in which the powerful teacher-student relationship affects student learning processes and the student's language capacity allows him to express his learning. In the first two chapters, the author shares her own teaching experiences, analyzing the reasons for failures and looking at research on language and learning, program models for bilingual students, and common assumptions and practices that delay and sometimes prevent success for bilingual students. The next chapter outlines some personal discoveries about teaching and learning, redefines knowledge, and offers guidance for empowering bilingual students to excel in the sometimes challenging context of American schools. Chapter four summarizes implications of these thoughts, including some suggested instructional components to enable long-term student success. Chapter five discusses ongoing assessment that informs instruction, and chapter six describes a videotaped lesson with a culturally diverse group of students, giving specific examples of instruction that lead to independent learners. The final chapter explains the importance of daily evaluation of long-term goals to ensure that bilingual students receive the education that all students are promised in American schools. (Author/MSE)

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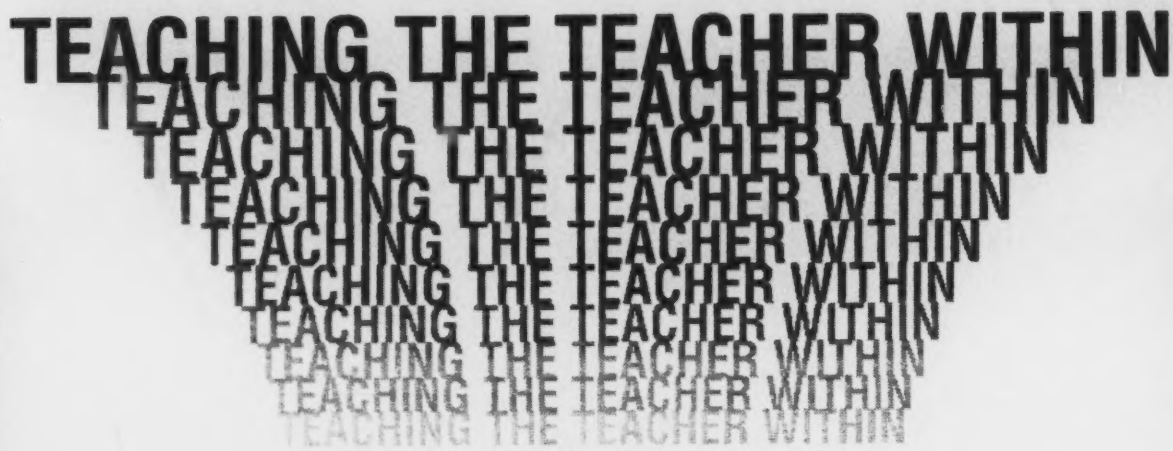

Long Term Success for Bilingual & Monolingual Students

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Acknowledgments

My thanks to Dr. Shirley McCune and the McREL Center for Educational Equity for the opportunity to write this monograph and synthesize some of my thoughts, research, and experiences.

I am grateful to my husband, Bob Ewy, for his ongoing support and perspective on this work. My heartfelt thanks, too, to Elisa Kuriyagawa for helping me to truly understand the meaning of voice and response in writing, and for helping me get unstuck along the way.

I wish to acknowledge Carol Smith, Pat Jackson, and Barbara Roels, who added responses from ESL and bilingual perspectives, and Roxane McLean, who gave helpful editing and content response that added clarity.

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Introduction

Hello. Perhaps it seems a bit strange to begin a monograph with a salutation. You may be unaccustomed to being addressed directly when reading an educational manuscript that examines research and academic information, and in this case, questions and suggests changes to the assumptions and practices of instruction for bilingual children. I hope you can become accustomed to this approach because a major emphasis will be given to the relationships necessary for successful learning, so it makes sense to me that you and I bring into the open the relationship that we began when you decided to read this.

It makes sense to me that you and I bring into the open the relationship that we began when you decided to read this monograph.

I regret that the print medium does not allow me to get to know you. You may be an expert in this field from whom I could learn a great deal, or you may be someone new to the field seeking information from me and my sources. You may be interested in the topic, or you may find it necessary to your job and may be reading reluctantly. You may want the authoritative information from the research and scholars quoted, the thoughts of a practitioner of twenty years in the field, or the synthesis of the two. You may have very firm opinions about the topic, or you may be forming them now.

I invite you to "play full out" as we interact throughout this monograph—to interact as you would if we were facing each other now as the most revered friends or colleagues. If that were the case, you would be intent on understanding what I am saying, as I would be intent on understanding you. Therefore, when I would say something, you would infer the other sentences I didn't say or ask me to clarify when you didn't follow. You would give me the benefit of the doubt in a mental conflict, explaining your experience of the topic or situation. You might question if I was disagreeing with you or if I was simply not able to address your perspective due to time, focus, or the fact that you weren't present to raise the question. I hope you will do the same here, adapting what is presented to what you know, to see how or if it fits. Since the variables in educating bilingual children are staggering, it was necessary to select some concrete situations so that we might have a discussion.

Throughout the monograph, I will share my experiences, and the experiences of students and teachers with whom I've worked because these are the origins of my passion to improve the success of bilingual children. Perhaps you will recognize yourself, your students, or others you know in some of these vignettes, and that recognition will strengthen the connection we've already begun, in order to broaden the knowing.

Overview

As you read the term *bilingual children*, please interpret it broadly, similar to its general use by society and the press. *Bilingual children* is meant to be inclusive of all children whose home life includes the influence of a language other than or as well as English. An additional cultural influence is also relevant. *Bilingual children* includes American-born and foreign-born children. It may, in fact, include children whose first language is English, but who learned it from someone who is a non-native speaker, or whose mobility or other factors created "bilingual" characteristics.

In instruction for bilingual children, language is NOT the goal! "Coming to know" is the goal.

The content of this monograph is equally applicable to bilingual students in "mainstream" all-English or bilingual programs and students in transitional programs of instruction, including English-as-a-second-language (ESL) programs.

As long as we employ methodology and program models that build dependency, we will perpetuate the myth of a "language problem" and will debilitate the students' capacity to affect their "coming to know."

Though the focus is on "bilingual children," the principles apply to all students. In fact, the viewpoint of the monograph is that we must remove the perceptual blinders associated with linguistic and cultural differences and utilize what we know about learners if we are to help all students succeed. The premise is that, if we are to fulfill our goals as educators, we must shift the paradigm that drives instruction of bilingual children. The shift pushes through the external features of language to rivet our attention on the core of learning within the individual, the "coming to know."[1]

Student-teacher relationships and instructional practices affect and are affected by the "coming to know." Powerful and dynamic relationships recognize and guide the knowing. Instruction is designed to understand and accelerate the knowing. The teacher shares the secrets of teaching and learning with the student, orchestrating explicit development of metacognition[2] to assist the student to manage the knowing. Language development that includes interpersonal language and age-appropriate academic language helps the student voice the knowing.

[1] "Coming to know" is the process that leads to "knowing" in its broadest sense. It is further explained at the end of Chapter Three. It would be useful if you could allow yourself to let the reference here, "the core of learning within the individual," begin to create your own image of it, without trying to define it tightly.

[2] *Metacognition* is mentally stepping out of what one is doing or thinking about in order to observe what's going on and learn from it. It is often called "thinking about thinking." Chapter Three elaborates.

Our best research gives us benchmarks of five to ten years for bilingual students to "reach academic norms" even with bilingual instruction, but they cannot afford to wait that long for success in school. It is the assertion of this monograph that students must be aided to be full participants in the affective, academic, and linguistic successes of their age group from the moment they enter school, and that can most effectively be accomplished if we cease the use of methodology and program models that build dependency. We can achieve our goals of effective education for bilingual students only if we work through and with students, responding to an ongoing, intimate, knowledge of each student's current "coming to know."

Organization of the Monograph

In the introduction, I mentioned that I will share my own experiences, as well as those of students and teachers with whom I've worked. In fact, I will use specific experiences to illustrate generalizations about ineffective and effective instruction for bilingual students.

In Chapters One and Two, you will witness failures I had in my early years of teaching bilingual students. In analyzing the reasons for those failures, we will look at research on language and learning, program models for bilingual students, and common assumptions and practices that have the disastrous effect of delaying and sometimes preventing success for bilingual students in our schools. In Chapter Three, you will follow some of the discoveries about teaching and learning that my students and colleagues led me to in later teaching and resource experiences. Knowledge will be re-defined, explaining past failures and offering guidance for empowering bilingual students to excel amidst the variables they encounter in American schools. Chapter Four will present implications drawn from the first three chapters. These implications will include suggested instructional components that enable long-term success for bilingual students.

Having analyzed my ineffective instructional strategies in the first three chapters, I will describe successful experiences that illustrate the implications, or alternative assumptions and practices, presented in Chapter Four. In Chapter Five you will read about a relationship with students that requires and allows ongoing assessment that informs instruction, even when the teacher and students don't speak the same language. Chapter Six will transcribe a videotaped lesson with a culturally diverse group of students in order to give specific examples of instruction that leads to independent learners. Chapter Seven will explain the importance of daily evaluation of long-term goals to ensure that bilingual students receive the education that all students are promised in the American schools.

Chapter One

Misperceptions About Learning and English

In spite of the increasingly pluralistic nature of our classrooms, we continue to treat bilingual children as exceptions to the norm. We frequently put them on hold because of our preoccupation with language. We tell them implicitly that until they learn enough English (and the "American" point of view) they cannot be full participants in our educational system. Out of our own good intentions or feelings of inadequacy, we often either exclude them from the "mainstream" instruction in class or we teach the curriculum as it was designed for native-English speakers and feel guilty about not meeting all students' needs. We mentally or literally declare bilingual students incapable of the work because of their lack of English skills, whether they are placed in an alternative program or not.

The bilingual child is given "survival English" but not "survival academic skills." We have been so focused on language, that we haven't educated the child.

The following scenario is a composite description of a chain of events I have witnessed over and over again in schools in many districts. It's not the only scenario, but it is one that is so prevalent that it seems a good beginning for our study. As you read it, you might see how much of it fits situations you've experienced as an educator or as a student.

Scenario 1.1

When Huong and Rosa were kindergartners, children around them were being taught readiness skills, but they were learning general conversational English. As first graders, Huong and Rosa didn't have the readiness skills or the English vocabulary of their peers, so they didn't learn to read.

After two years, when Huong and Rosa appeared to have learned the language, due to their use of conversational English, they were considered no longer eligible for services from the district's alternative education program for bilingual students. This was interpreted by general educators to mean that the children had all they needed to succeed in school. Performance expectations catapulted, as though Huong and Rosa suddenly could have absorbed all the instruction going on around, but not for, them during the "learning English" time. They couldn't read, and they couldn't catch up with grade-level academic vocabulary and skills in English.

The two students' academic abilities were not discovered or developed, and their academic problems continued to compound. By fourth grade, educators were saying, "English isn't a problem, but these students are doing very poorly." Since they didn't meet expectations, Huong was labeled unmotivated and Rosa was given Special Education services. After being retained in elementary school, and going from remedial class to remedial class in high school, Huong dropped out of school in tenth grade. Rosa lasted one year longer.

This monograph emanates from the belief that some of our assumptions and practices have made bilingual children an illustration of the adage "Children don't fail: the system fails the children." Even with the best of intentions on the part of educators, bilingual children are given "survival English" but not "survival academic skills." We have been so focused on language, that we haven't educated the children.

Not About Blame

The above statement is not about blame. When you read the following from my first full year of teaching, you will notice that I could have been a part of the scenario described above.

Scenario 1.2

Because I spoke Spanish and was certified to be a language teacher, I was first hired to teach English to small groups of students who spoke Spanish and Italian. Using a "pull-out" schedule, I saw them for one period out of their entire day. It was easy for me to "begin where they were" in teaching them English, for they had little English. I knew that they could speak of many things in Spanish and Italian, but English was the only language of the school.

I was told that the school had no guidelines, lesson plans, or teachers' manuals that I could follow. In fact, the district knew of no resources that I might consult. Since I was trained to be a Spanish or French teacher, I followed the methodology I knew, and taught the students conversational English. I was saddened to realize that when they went back to their mainstream classes after ESL, they were frustrated in not being able to demonstrate their conceptual knowledge, and in not being able to continue to develop it. Although they could say "I don't know," or "I don't understand," they couldn't follow the discussion about or express their understanding of solids, liquids, and gasses.

I was getting my first introduction to a distinction that Jim Cummins was later to term "BICS" and "CALP." BICS stands for basic interpersonal communicative skills, and CALP is cognitive academic language proficiency. I was teaching the children the BICS, and they were being required to understand and produce CALP in their mainstream classes. Although I was helping my students sound somewhat like their native-English-speaking peers and was helping them converse, I was not doing much to help them continue "coming to know" or express what they did know.

To further illustrate the difference between what my students were learning in my English classes versus what was demanded of them the rest of the school day, let us consider the following possible situation.

Scenario 1.3

Let's assume that you and I know no Japanese but have an opportunity to visit the country within the year. Being educators, we decide we should be prepared, so we enroll in a course to learn Japanese. After eight months, we are feeling confident that we will be able to get around well in Japan, and are making final preparations for our trip. At that time, our superintendent comes to us and excitedly shares "some great news." She is excited to

announce that there will be an international teacher's conference at the same time as our visit, and we have been asked to present at the conference — in Japanese, of course. Also, she would like us to attend as many sessions as possible (in Japanese) to bring back the information and share it with our colleagues in our district. How do you feel? Why? What would make you feel better? What's the difference between the purpose and content of the Japanese we studied and the Japanese we would need to competently carry out our superintendent's requests?

This situation is akin to the one described in Scenario 1.1. A student is placed in an alternative program to learn English. If he only develops basic interpersonal communicative skills and is then exited from the alternative program, many misconceptions may occur. The student and those around him may assume that he has "learned English." Therefore, there is confusion when the academic language used in the class is not understood or used by the student. This is when we hear, "I don't understand what his problem is. He speaks English fine, but he isn't doing well at all."

A major difference between Scenario 1.3 and the situation in which our students find themselves is that as adult educators, we recognize the difference between our Japanese conversational lessons and those needed for the educational conference, and we know enough about learning strategies that we can change the course of study to fit our purpose. We have begun a conversation about the importance of focusing on "coming to know" rather than on language. Later in this monograph we will also discuss the importance of engaging the student in that focus and giving him strategies to impact what and how he learns.

Because a lot of alternative programs operate on shoestring budgets, they often only work with students "most in need," which many interpret to mean those with no English. Also, federal and state funding often only support students in those beginning stages. Unfortunately, if we are only helping students develop BICS until they seem to have sufficient English, we are merely helping students "fall through the cracks" of the system. This may lead students to Special Education or to drop out of school. If we can only work with students for a short period of time, we may do more good to work with the children who already have BICS, because those who don't will be more readily recognized by general educators, since it is easier to see the "tip of the iceberg" than what's underneath. The iceberg analogy can help us look at the connection between language and conceptual development.

Language and Content

Jim Cummins (1981) notes that the different surface features of two languages are just the tip of the iceberg. (Figure 1.1) The concepts, expressed with different sounding labels in each language, form the same common base of understanding. If we know the general function of a chair (it's used to sit on) and characteristics (it generally has a seat, a back, and legs), we can recognize many different "chairs," even though we see different forms of chairs, made in many sizes, shapes, and materials. We can also learn how to say "chair" in many other languages.

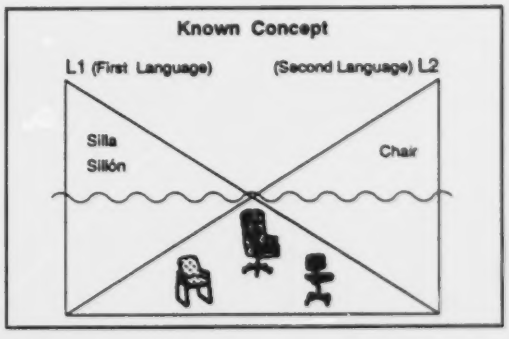

Figure 1.1

However, if we have no concept of "chair" (Figure 1.2), as a first-grader may have no concept of "addition," "sentence," or "community," we must first *get* the concepts before we can *label* the concepts in any language. Therefore, our first and most important concern in assessing and teaching bilingual children must be what's below the tip of the iceberg: the students' understanding, knowledge base, conceptual base, their current state of "coming to know."

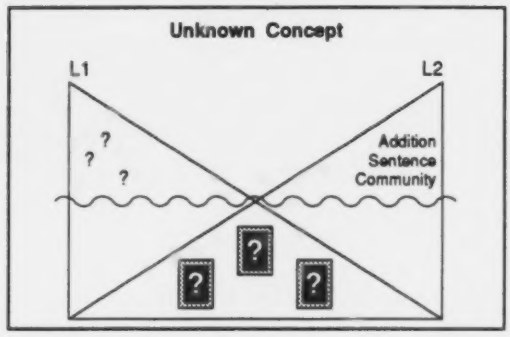

Figure 1.2

Why are we so distracted by the tip of the iceberg, the language features? Anderson (1990) expresses what goes unsaid every day:

> Of all human beings' cognitive abilities, the use of language is the most impressive. . . . Language provides people with the principal means of assessing what another person knows.

It's like the thinking and behavior we have with presents we receive. We sometimes judge the contents of a present by its wrapper, just as we sometimes make assumptions about the intellectual abilities of a child by the language we observe (Figure 1.3). However, how many of us as children saw a present under the tree, and, when told it couldn't be opened until Christmas, spent our time studying the wrapper? More likely, *we set about trying to find out what was inside* even though we couldn't open it. We looked at its size and made a guess. Of course, people sometimes fooled us by putting something small into a big box, so we tried other means, such as shaking or squeezing it, or searching our memory for some way of connecting with what was inside the wrapper.

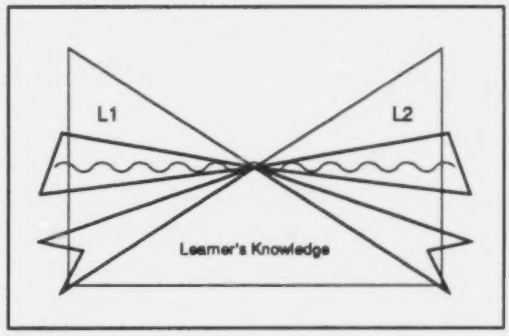

Figure 1.3

With bilingual individuals, we need to remember that the language we are using to assess may not be the language that can disclose what that individual knows. Therefore, we must use other means to find out what's below the surface to get to the individual's "knowing," such as through the nonverbal and performance tasks will be discussed in later chapters of this monograph. It seems that our instruction of bilingual children has frequently been "dealing with the wrapper"—spending a lot of time on the language that *reflects* the knowledge but *isn't* the knowledge that we need to assess and help develop.

Chapter Two

Beliefs That Build Dependency

In Chapter One we saw how our misperceptions about English and learning created separate curriculum and educational goals for bilingual students and their native-English-speaking peers. In this chapter we will examine the programmatic solutions we have designed for bilingual students, and we will observe how, regardless of the program, if we remain distracted by language issues instead of our common goal of educational success, we build in student dependence, which breeds failure.

Two beliefs that contribute to bilingual student failure are examined across program models: 1) It's just a language problem, and 2) bilingual student as exception. This chapter concludes with an illustration of how letting go of one lets go of the other, revealing possibilities and strategies that benefit all students.

Language-Problem Belief Breeds Dependency

Program Models

In addition to "mainstream," English-only instruction, there are primarily three models of alternative programs for bilingual children (Figure 2.1): 1) transitional bilingual programs, where students receive instruction through their native language in the early grades of school, and then are placed in all-English instruction (bilingual students who are in upper-level grades in these schools frequently receive ESL instruction, since bilingual staffing is not available at those levels); 2) maintenance bilingual programs, where students continue to maintain their native language while developing and maintaining English proficiency; and 3) ESL programs, where students receive instruction in English only.

Since these models are distinguished by the amount of first and second language used to help students reach age-appropriate academic performance in English, the fact that all three instructional programs have the same goal as the "mainstream" English-only program often gets lost.

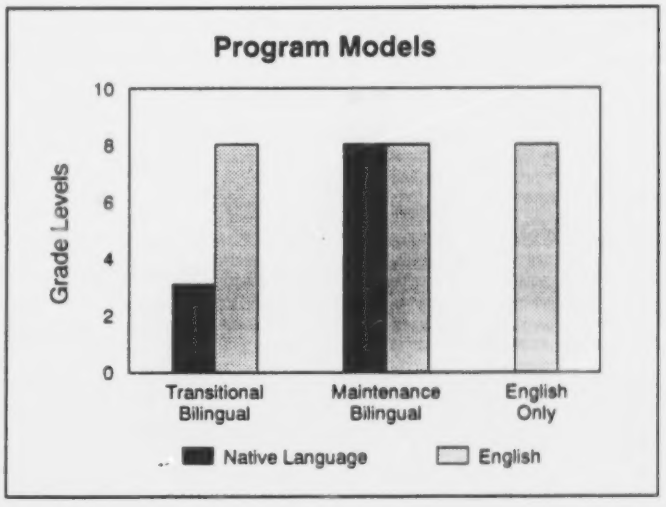

Figure 2.1

"Coming to know," the core learning of students, should be the goal. Language proficiency is an external by-product.

In Chapter One we saw how my distraction with language in an ESL program had not forwarded the students' ability to participate or succeed in their academic pursuits in American schools. The next scenario will illustrate how my continued belief in language-as-the-problem in a bilingual model produced similar results.

Scenario 2.1

In my second year of teaching, the K-3 school began a bilingual program for kindergarten through second grade. That left a need for the students in the third-grade, so I was given the role of bilingual resource teacher for the two classrooms. I had a small work area inside each room and worked with two different types of students. One group was similar to the ESL students I had previously taught: they were new to English and "on-grade-level" in their academic skills. I taught this group ESL, as well as science, health, and social studies in Spanish.

I also worked with students who seemed to speak good English and seemed to be working with me only because they were Spanish-surnamed. Looking back, they seem to fit the profile of the students described in Scenario 1.1 who had problems in reading and other academic areas. My responsibility with them was reading instruction. I was not responsible for assessing or teaching them subject area content in English. The rest of this scenario will not pertain to this group, so I will simply say that I did not serve them well. I had been trained as a second-language teacher and didn't have any idea of how to remediate English reading. In addition, I had neither the background, nor the experience to go behind the current problems to see if *their* background might have been similar to the new English speakers' and may have led to their reading difficulties.

With those who were new to English, I was more at ease. After all, this was "just a language problem," I thought, "There's no problem here. I'm bilingual. I can teach the students in Spanish as I would teach native-English speakers in English, so they continue their education while they learn English." I taught the students, as though they had all the time in the world to learn—in two tracks: a Spanish track for subject matter, and an English track for basic English instruction. The academic instruction was, I realize now, "separate but equal." The bilingual students did their subject area studies in Spanish in the same room but separate of their classmates. They made comparable gains as their native-English-speaking peers. However, time ran out for them to "learn enough English."

At the end of the year they had to change to the intermediate-level school. When I learned that no one at their new school was either bilingual or trained to teach them in a way that would help them continue their education at grade level, I faced the heartbreaking realization that my students would go from confident participants in school to being perceived as needing remediation. You see, they were reading on grade level and able to comprehend and demonstrate knowledge in their subjects in Spanish, but they were still at early reading levels in English, and their oral proficiency was mostly interpersonal language.

At the time I was incredibly angry with "the system" for not providing consistency of education for bilingual students. I still see that as a factor. In retrospect, however, I also realize that my assumptions and practices perpetuated the students' lack of access to the system. The students' ability to participate independently in our English-speaking schools was, in fact, nearly the same at year's end as when I began to work with them. Unwittingly, I had kept the students dependent on me. They had neither the kind of English language to voice their knowing nor the strategies to develop it. I was in an ideal position, within the same classroom as their homeroom teacher, to teach them strategies to cross over from language to learning, but I kept their learning "a language problem."

I was in an ideal position to teach them strategies to break through language to learning, but I unwittingly kept their learning "a language problem" and kept them dependent on me.

I'd like to look more closely at some of the assumptions and practices I referenced in the last paragraph of this scenario.

My Job

I thought my job was to "correct" reading "deficiencies," teach conversational English, and teach science, Health, and social studies in Spanish. Upon reflection, it seems my job was to ensure access to the education the students were there to pursue. These two interpretations yield different practices.

The way I interpreted my job led me to provide short-term solutions that neither equipped the student nor challenged the system to respond to a different learning situation. I was curriculum-oriented, myopically teaching specific reading, language, and subject-area content. The success students had was dependent on my use of Spanish and my leading them through English acquisition, and their future learning was dependent on personnel with similar language use and structure. I did not teach the children strategies they could take with them out of my class. They were not made aware of how to achieve in a system that was, and would continue to be, accustomed to teaching only native-English speakers.

Had I been focused on the students' "coming to know" instead of content, I would have assessed and taught them differently. I would have wanted to know, and to have them know, what they knew about themselves as learners and the system in which they were learning. Did they, for example, know which effective strategies they used in the reading process, regardless of the language they were using? Did they have ways of figuring out what was important in an oral lecture or a written selection, and did they use different tactics when they understood all of the words spoken and when they didn't? Could they demonstrate what they knew to a teacher or peer, even without extensive English? Raising these questions with the students and their teachers would have led us all away from dependency and an exclusive focus on language.

Just a Language Problem

Besides appearance, language is the most obvious indicator of difference when we interact with bilingual students, so it's easy to fixate on that characteristic. It throws us off because we wonder how we can apply our training to students who don't seem to fit the description of those we had in mind or have taught previously. Rather than remembering what we know about teaching, we tend to think thoughts like the following about students with a "language problem" in our class:

> "They can't understand English, so they can't learn what I'm teaching, and I can't teach them."

However, comprehension can take place without understanding the words. Schank (1991) says that the entire understanding process depends upon inference, which he describes as attempting to add information to what you have just seen or heard that will help you understand what is going on. The words are just one vehicle for understanding, and when we accept an inability to communicate based only on language, we deny all the other experiences and schema that the individuals possess to create meaning. That is why "comprehensible input" (Krashen 1982) is the common element to acquiring a language and understanding content taught. Teachers have long been aware of the need to adjust their messages for the ages and readiness levels of their students, and adults apply the same principle when they speak to young children. We frequently forget this, however, when students are older, second-language learners, and when we get blinded by the "language problem."

The corollary to "they can't understand me or my instruction":

> "I can't understand them, so I can't tell what they know before, during, or after instruction."

We must remember that there are ways to assess that do not require spoken or written language. Preschool teachers have used demonstration and observation for years. Many alternatives are becoming more reliable and widespread as portfolios and exhibitions are exemplified and shared across the nation.

My teaching position in Scenario 2.1 was partially based on the two thoughts quoted in this section. That was the reason for the "separate but equal" instruction. Because I accepted the assumption that it was a "language problem," I also accepted those that follow.

Possible Solution: Content Instruction in Spanish + Conversational English Instruction

This solution reminds me of the true/false tests I used to take in college. It's so close to the "right answer" that it is tempting to say, "Well, of course, that makes sense!" In fact, some of the research in this field might be construed as recommending this solution.

Remember the Cummins iceberg in Chapter One? He uses this analogy to discuss his "interdependence theory," which says that concepts learned in one language don't have to be re-learned in another language. Only the *label* has to be learned in the new language. Therefore, "continuing a student's education" in her native language makes sense, for the same reason that encouraging parents who are dominant in their native language to continue speaking with their children in that language makes sense.

Collier (1987) and Collier and Thomas (1988) analyzed the academic achievement of U.S. immigrants in relation to the instruction they had had in their native language previous to arrival. The eight-to-eleven-year-olds who had at least two years of formal schooling in their first language before arriving in the United States, achieved the best results. In contrast, young students who had arrived between the ages of four and seven and had had little or no schooling, and students who arrived between the ages of twelve and sixteen, scored dramatically lower. Clearly, conceptual development in the native language had helped students succeed in their subsequent English-only instruction.

Another pertinent study was reported in 1991. The U.S. Department of Education released the results of a longitudinal study analyzing the effectiveness of three programs involving Spanish language use by teachers and students in the instruction of Hispanic children: structured immersion, and two forms of transitional bilingual programs — early-exit and late-exit programs. Maintenance bilingual programs were not included in this study.

Structured immersion was defined as classrooms where English was used 93-99% of the time by teachers who had training in meeting the needs of bilingual children, and who had strong receptive skills in the students' primary language. A language development component is included in each content lesson in structured immersion classes. *Early-exit transitional bilingual programs* use some initial instruction in the child's primary language, thirty to sixty minutes per day, generally for the introduction of initial reading skills. Instruction in the primary language is quickly phased out over the next two years so that by grade two, virtually all instruction is in English. *Late-exit programs* devote forty percent of total instructional time in Spanish. Students are to remain in this program through the sixth grade. (Figure 2.2)

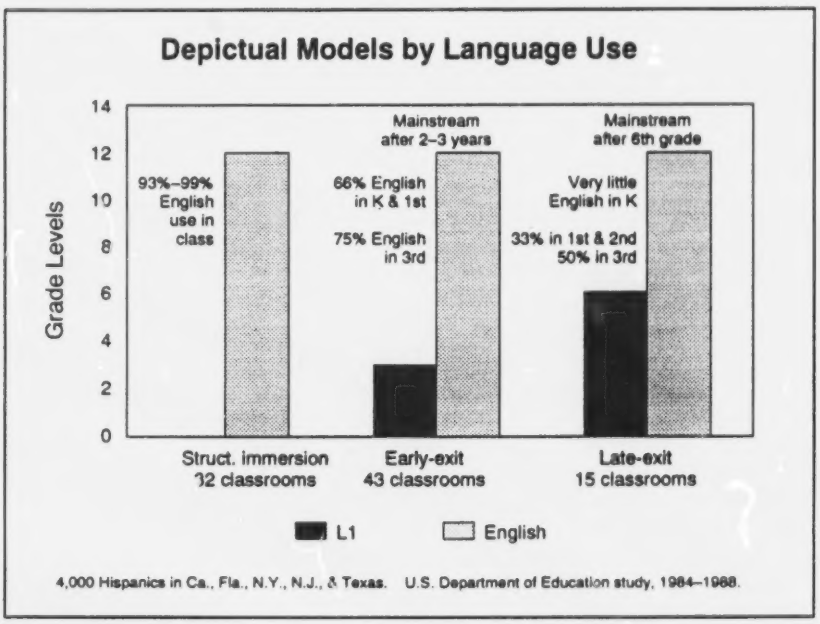

Figure 2.2

Figure 2.3 illustrates the growth curves for children in each program as compared with students in the general population. While the growth curves for immersion students and early-exit students show growth from first to third grade in mathematics, English language, and reading skills, they also show a slowing down in the rate of growth in each of these content areas as grade levels increase.

This deceleration in growth is similar to that observed for students in the general population. In contrast, the growth curves for students in the late-exit program from first grade to third grade and from third grade to sixth grade suggest not only continued growth in these areas, but continued acceleration in the rate of growth, which is as fast as or faster than the norming population. That is, late-exit students appear to be gaining on students in the general population. (Ramirez, 1991)

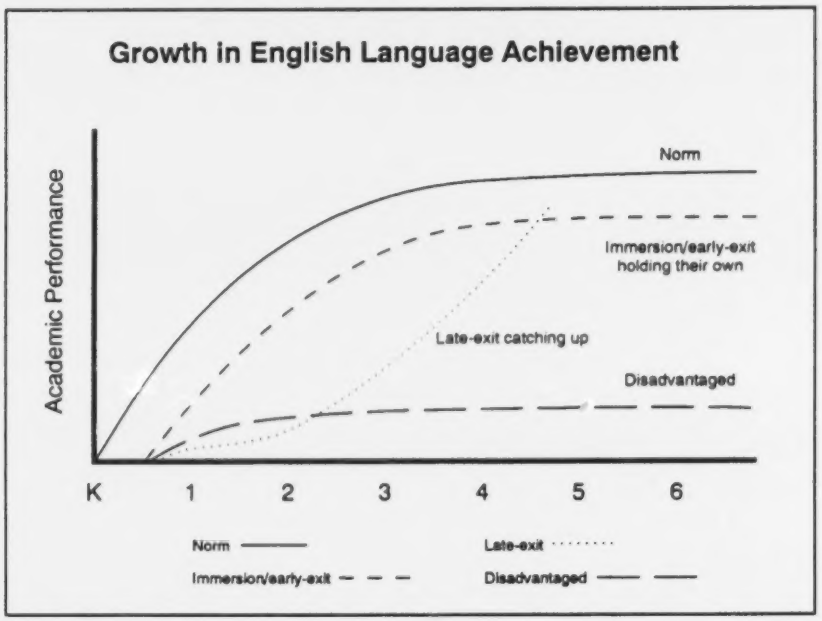

Figure 2.3

These results indicate that when given the opportunity to continue their conceptual development, bilingual students are more successful in school. Students in late-exit programs are better able to manage the transition into heavy conceptual development that occurs in content area classes in the fourth and fifth grades, since they have the benefit of their native language to explore the meanings of the concepts.

So what's wrong with the assumption that content instruction in Spanish, combined with conversational English, is the best service for bilingual students?

As with those old true/false questions, it is the fact that the assumption only has *part* of a possible "correct answer." This combination stops short of what is necessary to assure the successful transition from learning in one language to learning in another, and if that is where one stops, we get the same results that I obtained in Scenario 2.1. "Content instruction in Spanish while students learn conversational English" is just what I did. I operated from the assumption that students would "catch up" in English with the practice of two separate tracks—one for subject matter in Spanish and the other for basic English instruction—and the belief that students had "all the time in the world" to make the transition. Variables not considered in this combination include the relationship between and methodology for language acquisition and cognitive development, time lines for second-language acquisition encountered by bilingual students, and the inconsistency of instruction available to bilingual students in our schools.

Language-Problem Belief Creates Catch-Up Game

"Catching Up" in English

Chapter One provided several illustrations of how students do not automatically "catch up" in English when language development is equated with basic interpersonal English and cognitive development in content area studies is seen as totally separate from language development. Scenario 1.1 depicted the bilingual students who are constantly trying to play catch up and who are "put on hold" from receiving age-appropriate instruction. Scenario 1.2 related the difficulty students had in their classrooms after pullout ESL instruction that only developed conversational English. Scenario 1.3 put us in the students' shoes as we envisioned the request that we present at and attend a conference in Japanese after learning only conversational Japanese. These and Scenario 2.1 all resonate the failure we create when we limit English instruction to basic interpersonal communicative skills and do not incorporate opportunities for cognitive academic language proficiency early.

Students didn't catch up because I didn't create instructional bridges for them to express in English the concepts they developed in their first language. They were able to have a general conversation in either language, but we never got to discussing subject-area content in English.

Content instruction in Spanish with conversational English instruction is an incomplete solution for bilingual student success. Teaching, reinforcing, and expanding new concepts in the native language, as we saw in the Cummins, Collier, and Ramirez studies, makes sense. What doesn't make sense is permanently allocating different instructional and learning tasks to each language. If my bilingual instruction would have helped students develop concepts in the native language and *also* would have assisted students to express their knowledge in English about those same concepts, I would have served students much more effectively. Similarly, in my first year when I taught in English only, if I had helped them develop *both BICS and CALP* in English I would have served students more effectively because they would have been more able to participate in their classrooms during the rest of the day.

Time Lines

"I taught the children as though they had all the time in the world to learn in two tracks." Obviously, at the end of the year I found out they didn't. Since I didn't do anything to accelerate the students' learning the kind of English that would help them succeed academically, they were still left to figure that out on their own. How long would that take, and could they afford the time? The studies mentioned earlier give us some benchmark time lines for academic success by second-language learners.

Ramirez (1991), when comparing the early- and late-exit transitional bilingual programs with structured immersion programs, concluded that:

> Learning English takes more than six years, regardless of the instructional approach (i.e., structured English immersion, early- or late-exit transitional bilingual programs).

Collier (1989) reported that:

> Young students who had arrived between the ages of four and six and had had little or no schooling in their first language had not reached the 50th percentile or 50th NCE within the first six years after arrival and were projected to reach it in seven to ten years at their demonstrated rate of progress.
>
> Students below age twelve who had had at least two years of formal schooling in their first language before arriving in the United States reached the 50th percentile or 50th NCE on the reading, language arts, science, and social studies tests in five to seven years.
>
> After six years those students who had arrived between the ages of twelve and sixteen reached only the 31st NCE (18th percentile) in reading, the 42nd NCE (35th percentile) in language arts, the 38th NCE (28th percentile) in social studies, and the 37th NCE (27th percentile) in science. They reached the 50th NCE only on the standardized test in mathematics. At this rate of progress, they would be unable to score at the 50th percentile or NCE before graduating from high school. (Figure 2.4)

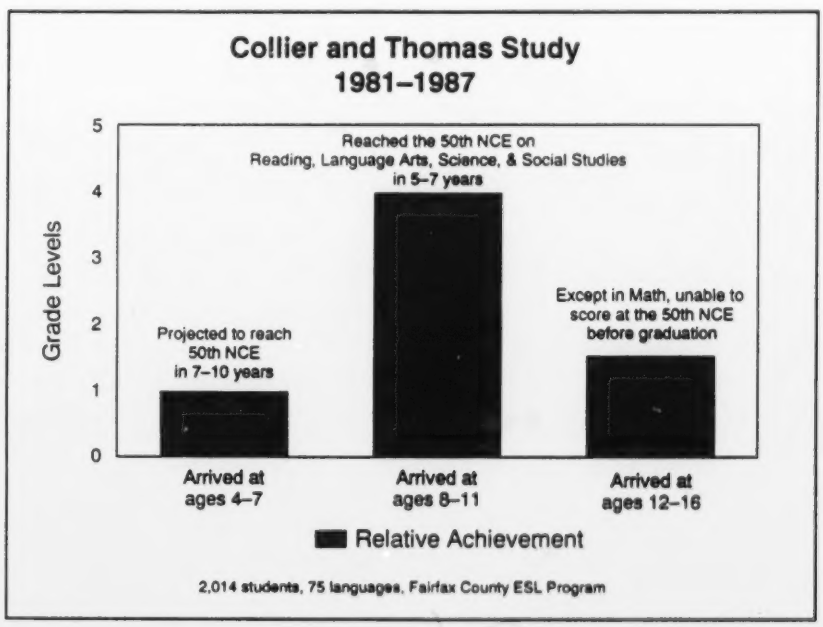

Figure 2.4

Cummins (1981), who Collier (1989) said "did not include all the content areas," found that it took five to seven years for Canadian immigrants schooled exclusively in the second language to reach the 50th percentile or NCE norm of native-speakers.

These time lines and the scenarios we've already seen indicate a need for doing things differently for bilingual students.

Instruction and Time Lines

The time lines we have just seen, and which we have been using as benchmarks in our programs, must be considered in light of the instruction that yielded them. The Ramirez longitudinal study (1991) of structured English immersion, early-exit and late-exit transitional bilingual education programs helps us do that. Instruction in seventy classrooms in California, Florida, New York, New Jersey, and Texas was described:

- Consistently across grade levels within and between the three instructional programs, students are limited in their opportunities to produce language and in their opportunities to produce more complex language.
- Of major concern is that in over half of the interactions that teachers have with students, students do not produce any language as they are only listening or responding with non-verbal gestures or actions.
- Of equal concern is that when students do respond, typically they provide only simple information recall statements.
- Rather than being provided with the opportunity to generate original statements, students are asked to provide simple discrete close-ended or patterned (i.e., expected) responses.
- Teachers tend to explain, model, and monitor more often, but ask fewer questions, give fewer commands, and provide less feedback when students are mixed by language status than when separated. (*Language status:* limited-English-proficient, fluent-English-proficient, and/or English-only students.)
- Classroom activities tend to be teacher-directed.
- Teachers in all three programs offer a passive language learning environment, limiting student opportunities to produce language and develop more complex language and thinking skills.

Research only reports what *was*. We can change success rates for bilingual children by changing the conditions that yielded the statistics.

Research only reports what *was*. We can change success rates for bilingual children by changing the conditions that yielded the statistics.

The incongruence between the benchmark time lines and real-life time lines available to bilingual students in our schools is one reason for a need for change. Consistency—or the lack of it—in bilingual students' schooling, as noted in Scenario 2.1, is another reason why we must do something different to change the time lines for our bilingual students' success.

Language-Problem and Bilingual-Student-as-Exception Beliefs Allow Inconsistency

Consistency

"I was incredibly angry with 'the system' for not providing consistency of education for bilingual students" when my students were promoted to the next level in a school without support for bilingual students. My desire for consistency was on target, but how it would be achieved was misconceived.

Consistency of education is not just an instructional issue, such as including the BICS and CALP, or choosing the language of instruction. It is also a system-wide issue. Attempting to meet the needs of bilingual students through itinerant support or temporary programs alone does not lead to consistency. Here are some more examples of why not.

Scenario 2.2

In May a district looks at its current and projected enrollment and plans staffing of ESL and bilingual support personnel. It assigns Ms. Smith to Crayton, Viscount, and Lane schools because she speaks Spanish and the bilingual children in those schools are mostly Spanish-speaking. Ms. Choi is assigned to Joliet, Wilkins, and Central due to her Korean expertise and the numbers of Korean students in those schools. Ms. Pham, a Vietnamese teacher, is assigned to Kimbal, Plum Grove, and Manchester. No itinerant teacher serves Clearmont, Steinmetz, or Lowe because the numbers of students are not as great as at the other schools.

In September a number of changes occur. Crayton has a much higher bilingual count than predicted, with two-thirds being Spanish-speaking and one-third Korean. Ms. Smith will not be able to serve three schools, since the numbers at Crayton and Viscount are too great. The students at Lane will have to be "monitored" and possibly given occasional help when needed. Ms. Choi may not assist at Central with the Korean students because her student load at Joliet is way up; therefore, she will serve only two schools also. Ms. Pham reports that there are no new students at Plum Grove this year, but her three students who had begun instruction in March of last year are still there. However, Kimbal, Manchester, and Wilkins need her more, so she will not be able to continue at Plum Grove. Clearmont teachers and principals have been calling because they now have families with children from all three language groups, as well as some Laotians this year, and they are receiving no services. They are told they cannot have an itinerant teacher because everyone already has more students than they can serve, and no one else may be hired due to a lack of funds. Actually, the Title VII director cannot place anyone in that school now anyway because the Title VII grant did not include that school in the plan, so funds may not be spent there.

Inconsistencies? An itinerant bilingual staff member who speaks one language is not always servicing the students who speak that language. Students who began receiving services are abandoned due to "more pressing needs." New students who arrive in schools where there are few other bilingual students, or who are in schools that have not been

designated to be served, are treated differently from their counterparts in schools designated for service.

Interpretations of program guidelines are another source of inconsistency in this form of delivery, as school assignments are adjusted in the shuffle. Teacher A is reassigned from School A to school B. Teacher B is now assigned to School A. He has less experience and comfort level with instruction for cognitive academic language proficiency in English or native language, and he makes different decisions about whom to serve. In spite of Teacher A's recommendation for continued services for some students, Teacher B only serves beginning students and lets his supervisor know that he could spend more time in another school, since his load is small in School A.

Sound far fetched, or have you been part of such scenarios? Only the names are fictitious! The mobility of our society makes it very difficult to plan for itinerant services in a district, especially when there is not enough personnel to serve all schools. Student and personnel mobility reinforce a focus on language, particularly when resources are thin, and the "strongest need" is determined by students who speak no English. If personnel in these circumstances are not well-trained and intent on assessing and developing "coming to know," the cycle continues.

Other system decisions that cause inconsistency:

Scenario 2.3

In early November a district speech/language teacher asked me to assess a second-grader, Alfredo, in a nearby school. His teachers were concerned because he was a nonreader, in spite of efforts by his classroom teacher and a Chapter I reading teacher. His apparent frustration with school was beginning to be demonstrated through inappropriate behaviors.

After determining that he was Spanish-dominant and that he lived close to both schools, permission was granted for Alfredo to attend school where he could receive bilingual instruction. Since he had not succeeded in English reading instruction, and since his mother could support him in Spanish at home, a decision was made to teach him to read in Spanish, with help from daily reading at home with his mother. In school he would continue to develop concepts in both languages. The time in school devoted to reading in Spanish was to gradually be shared with English reading that developed as a natural outgrowth of continued oral development in that language.

What did this education plan do? His current "knowing" was honored and developed. Instruction was built on the oral language and knowledge of the world that he had acquired. It recognized his accumulated knowledge and validated his readiness to contribute, as well as to learn. His bilingual instruction, pursuing content in two languages, gave him the opportunity to clarify concepts in his dominant language while learning to express his knowledge about those concepts in the new language. The bilingual context gave him a reason to communicate with peers in both languages and reinforced the worth of each language. A powerful reinforcement was specifically elicited from the home. He read to his mother and his younger siblings. He read his own and other authors' books in both Spanish and English. His second-grade teacher received written logs describing instruction received from the Title VII teacher, as well as work samples. The two teachers had oral informal conferences frequently.

Alfredo, his mother, and his teachers were very pleased at the end of the year because he was reading and writing simple narrative and expository material in both languages. He knew that he knew how to read and write in two languages. He had six months of experience learning about his own "coming to know."

Alfredo had made excellent gains in six months. He was ready to discuss, write about, and even read about third-grade content. Measured by an informal reading inventory, however, his Spanish reading instructional level was at first grade, and his English reading instructional level was at the Primer level.

In order to continue the well-deserved self-confidence that he was building in his own abilities, it was important that instruction continue to respond to his current knowing. Unfortunately, that summer his school went from a traditional calendar to a four-track, year-round school, and it provided no additional funds to staff itinerant ESL/Title VII services during the summer semester.

Since he was now in third grade, Alfredo had a different classroom teacher. She was more accustomed to bilingual children receiving "specialized" help than to being required to meet all of their needs within a diverse classroom. There was neither that help for Alfredo nor additional guidance for the teacher. Alfredo's (and the teacher's) frustration returned, as did behavior problems over time.

Alfredo and his teachers were dependent on specialized personnel in a system that didn't provide that personnel consistently.

Until we stop treating bilingual students as exceptions whose primary instructional progress depends on itinerant teachers or temporary programs, we will continue to have inconsistent student gains.

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In-Class Model: A Lost Opportunity

In Scenario 2.1, I was in a position many itinerant teachers would see as enviable: I worked with only two teachers at one grade level. I worked in the students' classrooms. This could have been very advantageous for the students, but it turned out to be much like a "pull-out" program. I had a "corner" of the room where I basically had a separate class within a classroom. The teacher taught "her students," and I taught "mine," and when I worked in the other class, "mine" were with "hers."

The teachers and I could have jointly discovered and impacted the students' "coming to know." We also could have planned for consistent instructional strategies and content. We could have created opportunities in the classroom for students to share what they knew with each other and to learn together. With the students we could have unmasked the learning processes and procedures taking place in the classroom. We had neither the awareness nor the skills to even try.

Building Student Dependency: A Path to Failure

Collier (1989) reminds us:

> Consistent, uninterrupted cognitive academic development in all subjects throughout students' schooling is more important than the number of hours of second-language instruction for successful academic achievement in a second language.

"Coming to know" must have consistent opportunity to unfold, not just language. In all three scenarios of this chapter, perceptions of language needs confused the issue. That confusion led to classroom-level and system-level built-in dependency. Dependency invites failure, as illustrated in these examples, when services are discontinued or inconsistent.

Old Beliefs Yield to Universal Issues

Are Conversational and Academic Language Development Enough?

These two chapters have argued that students can learn academic English simultaneously with conversational English, and that such learning will assist students to do age-appropriate work.

For example, just as easily as students learn the meanings of *pen, pencil, paper, book,* they can learn the meanings of *eggs, caterpillar, cocoon,* and *butterfly.* These words and their related phrases and sentences will help students study and discuss life cycles in science class, even if students cannot yet express themselves in standard English.

The following scenario notes that even combining content and language acquisition, there remain other factors that bilingual students need in order to succeed.

Scenario 2.4

When I taught a self-contained, "dual-language," second-grade class, I had the opportunity to apply what I had learned from my first bilingual teaching experience. The class had an ethnic mix of approximately one-half "Anglo" and one-half Mexican-American. Some students had English as their dominant language and others were Spanish-dominant. There were cultural and linguistic representations of both groups on bulletin boards and in materials throughout the classroom. Parent volunteers came from both groups. Both languages could be heard throughout the school by students and adults, although there were teachers, students, and classes who spoke only English.

In addition to "teaching" the English and Spanish languages, all subject areas were taught in the two languages. When teaching a social studies lesson, for example, I would introduce concepts in very comprehensible ways in one or the other language, and reinforce it another day in the other language. All students used the language of instruction at their developmental level at the time it was being used by the instructor, even though it was sometimes their stronger and sometimes their weaker language. Sometimes they began with their native language and transitioned into developmental

use of the second language during the lesson via the feedback from the teacher or peers. Informally, students spoke both languages with each other. Thus, students were learning conversational language and academic language in both Spanish and English.

At the end of the year students had progressed in conversational and academic language in both Spanish and English. They were more capable of academic success in their native language and in their second language than they had been in the beginning of the year. The Spanish-dominant students, for example, were able to converse at their developmental level of English, and they also were able to express themselves about academic concepts using developmental English. Were they to have a monolingual English teacher the following year, they would be better equipped to understand his instruction.

On the one hand, language was still a factor in the success of the students in this class. Both groups of students had the opportunity to acquire, clarify, and extend knowledge in their native language as well as in a second language. On the other hand, it was not the most critical factor for success because the content instruction had been designed to assure comprehension regardless of the language used. The unvoiced attitude was, "So we happen to be learning in English or Spanish today, okay, what are we studying?"

An English-dominant student who had been retained the previous year flourished this year. Another who had specific learning difficulties was recommended for a different program. There were still students of both language groups who were not working to their capacity, and most students were still dependent on the teacher. Their varied levels of achievement and their continued dependence on the teacher didn't have to do with language. It had to do with learning.

This monograph began with an assertion that in instruction for bilingual children, language is NOT the goal; "coming to know" is the goal. In this chapter, I add the second assertion of this monograph: As long as we employ program models and methodology that build dependency, we will perpetuate the myth of a "language problem" and will debilitate the students' capacity to affect their "coming to know."

As long as we employ methodology or program models that build dependency, we will perpetuate the myth of a "language problem" and will debilitate the students' capacity to affect their "coming to know."

In this last scenario, the students and I knew there was a need for the second language in the content areas, and that it was to be acquired in the *process* of acquiring knowledge. We had shifted from a focus on language to a focus on "coming to know." It was time to learn more about "coming to know."

Chapter Three

Missing Pieces

Chapters One and Two looked at the most prevalent issues educators have faced when embroiled in the "language problem." Once past the focus on language, it is necessary to look at the issues we face with all children.

Often when I work with teachers who are seeking effective instructional strategies for bilingual children, there is a moment when one of the following exclamations is heard: "This would work with a lot of my native-English-speaking students!" or "This is just good teaching!" That's because good teaching gets to the students' core of learning, no matter what external appearances seem to be present. Chapter Three continues to reveal how my students led me to make this discovery.

We will observe how curriculum and methodology emerged from student and teacher need. We will take a closer look at knowledge, noticing components that, when neglected, yield the dependency we saw bilingual students experiencing in the first two chapters. We will explore "coming to know," and the invitation it brings to rethink our roles as teachers.

Student and Teacher Needs Bring New Directions

Over the years, I had experienced my students' abilities to explore grade-level material verbally and in writing when they could begin with what they knew. Therefore, I had to know what they currently knew. When we didn't speak the same language, that meant figuring out ways to elicit language, becoming a keen observer, and using some trial and error. It also meant figuring out when they didn't know versus when they didn't understand what I was trying to ask them. Ongoing assessment became critical to decreasing the conceptual distance between where they were and what was being presented to them.

Teaching them strategies to accurately communicate their knowledge and clarify information was a natural extension of assessment. As we reflected on their progress, they became more aware themselves of how they were doing and how they could monitor themselves. We established a basis for their statements about their performance. For example, when a discouraged student was tempted to say, "I can't do anything," she was asked to review her folder, and she would change it to, "I can do these things, and these I can't."

The better I got at assessment, the more individual variables I had to manage. As the classroom teacher of twenty-eight sixth-graders, I became very aware of how I was trying to carry the total load of the education of my students. I thought there must be a way for them to share the load to make it work better. I experimented with shared governance and cooperative learning.

The more removed I got from the ability to *do* for them because of my increased awareness of individual variables, the more I became aware of the students' need and ability to do for themselves. As a middle-school teacher of language arts, reading, and math to 150 students, I didn't have time each day to teach the few second-language learners separately from the rest of the class. I combined comprehensible instruction with peer teaching. I adapted my lesson plans for whole-group instruction to make sure that second-language learners could get the core ideas of the lessons. I wrote lesson plans specifically for the second-language learners to continue learning English and to reinforce the larger-group lessons, and student volunteers taught the lessons. I worked with the students often enough to continue the ongoing assessment.

The closer I got to the student as an evolving learner, the more I realized that my effectiveness depended on empowering the learner and not on covering the content.

In my role as resource teacher, classroom teachers had two requests: "How can I help this student participate in my class?" and "Can you incorporate what the student needs for mainstream instruction in your work with him?" As in my middle-school teaching, it became clear that it was necessary to identify the essential objectives being taught in classrooms in order to help students have a chance to participate. Students were able to use core vocabulary about a concept, but not able to use all the ancillary vocabulary of the infinite supporting details in lessons and the discussions about them. Therefore, teacher and student strategies evolved for identifying, teaching, learning, and demonstrating these essential elements.

The greater the variety of teachers I saw students having to interact with, due to instructional programs or student mobility, the more I looked for ways that students might use to establish some continuity in their own learning. I worked with students and their parents on learning strategies they could apply across curriculum and across languages.

The closer I got to the student as an evolving learner, the more I realized that my effectiveness depended on empowering the learner and not on covering the content. As a high-school ESL teacher I saw my students from around the world become intimidated by the English concept load of their classes and textbooks. I began teaching strategies to the students so they could do what I had done previously: get beyond the focus on language to the focus on learning.

As a fifth- and sixth-grade teacher I observed my students' struggle to cope with the conflicts of beliefs, values, and cultures between home and school and among peers. We began to openly discuss point of view, and we made the problem-solving process explicit.

These events occurred over a period of about fourteen years. These and others led me to expand my view of knowledge and to shift my instructional role to that of helping students become aware of and more able to impact their own "coming to know." Conceptual frameworks such as the following one, as well as invaluable interaction with colleagues and mentors, helped me continue to grow from the experiences.

Broadening My View of Knowledge

The following is a more complete construct of knowledge than I was perceiving in my earlier years of teaching. It helps me understand why my students remained dependent on me and how I can impact their ability to "come to know." This model (Alexander, Schallert, & Hare, 1991) and the experiences described thus far will be the basis for the instructional suggestions and illustrations provided in the rest of this monograph.

KNOWLEDGE

Conceptual Knowledge

- **Content knowledge**
- **Discourse knowledge**

Metacognitive Knowledge

- **Self-knowledge**
- **Task knowledge**
- **Strategic knowledge**
- **Plans and goals**

Sociocultural Knowledge

The filter through which all experiences and understandings must pass

As I reflected on my teaching experiences and my teacher-training, the left side of the model stood out: conceptual knowledge. That seemed to be the school's target and that seemed to be what I was trained to teach. However, my students taught me a valuable lesson.

Because of the factors described in previous chapters, such as collapsed time lines, inconsistency of instruction, and the heavy conceptual loads students faced as they played catch-up with the expected curriculum for their grade level, they couldn't depend solely on others to help them get the conceptual knowledge. When I saw this model, I realized that it was the right side, along with sociocultural knowledge (which can become metacognitive knowledge when overtly examined), that had been evolving as my students led me to help them meet their needs. It was the metacognitive knowledge that would allow them to help themselves. Metacognitive control allows the mind to be aware of its own work and to change its approach to achieve better results. (Clarke, 1990)

Interpreting My Teaching Experiences

As I examine conceptual knowledge in the model, I realize why I got the results that I did with some of my teaching. I tried to teach language and content separately, creating the "catch-up game." First, I'd "teach" my students to speak conversational English. Later they would add the English labels for the more specific concepts they had acquired through their native language or nonverbal means. As we have seen in these three chapters, the result was that students were then misperceived as "knowing English," but had difficulty handling content-area studies.

This is similar to our historical mainstream practice of separating what we taught in the language arts from what was taught in social studies and science. We taught students to read and write sentences, paragraphs, and stories about general topics in the language arts. Then they had to learn how to read and write expository material in science and social studies mostly on their own. This is a major reason students suddenly had difficulty in third and fourth grades. We are now seeing more diversity and integration of instruction, while providing specific help in language arts skills within context.

Emphasizing conceptual knowledge without metacognitive knowledge kept students dependent on me and limited their success.

Content and discourse knowledge are developed and used interactively. Disconnecting them yielded disconnected, ineffective, and inefficient learning and produced further hurdles for students to overcome, such as perceptions that they were "slow," unmotivated, or learning disabled.

I also emphasized conceptual knowledge and neglected metacognitive knowledge. The eventual inclusion of learning strategies in my teaching, as described in this chapter, resulted from the realization that exclusively teaching conceptual knowledge kept students dependent on me and was not sufficient for them to make the strides they needed for success.

Anderson (1990), after reviewing Piagetian and alternative views of cognitive development concluded that:

> In general, it seems that the improvement in children's intellectual abilities depends on increased knowledge of what to do rather than increased ability to do it.

That's why students seemed more capable when they became more aware of the dynamics within and around them when learning, and when they mastered strategies to affect those dynamics.

One shift occurred for me and my students when I realized that content areas such as social studies and science were two of the contexts in which students learned language. The subsequent integration accelerated their language acquisition. Another shift occurred when I applied the belief that learning science, social studies, or the reading and writing processes was the context for learning to learn. In learning about learning, we incidentally picked up content similar to the way we acquired language as a by-product of acquiring knowledge. Also, when I asked my students to observe what was going on in each learning situation, we shifted from short-term learning to long-term learning.

When I asked my students to observe what was going on in each learning situation, we shifted from short-term learning to long-term learning.

Banks (1992) states that unlike students born and socialized within the mainstream culture of a society, minority children are usually forced to examine, confront, and question their cultural assumptions when they enter school. In my teaching experiences, sometimes sociocultural knowledge was overt, as when students recognized differences between two cultures. My own limited awareness prevented me from consistently making explicit the more subtle forms of sociocultural knowledge.

Paul (1989) admonishes schools for failing to help students recognize the need to test what they "learn" in school against their own experience, and to test their own experience by what they "learn" in school. When the students and I exposed sociocultural knowledge that was below the surface, the class engaged in critical thinking that was very meaningful to all of us.

Knowledge, Learning, and "Coming to Know"

The term "coming to know" is used throughout this monograph for a purpose. In the footnote when it was first mentioned, you were asked to allow yourself to form your own ideas of what it meant, building on the cue that it was the core of the student's learning. This section will reinforce that request because I'm not sure I can define it. I will, however, explain why it has been used.

Some related terms are "knowledge" and "learning," but they each summon connotations that in my mind are incomplete and different from "coming to know." When we really think about "knowledge," especially including the components we just examined, it is an important part of "coming to know." The problem is that "knowledge" sometimes hints at an entity that is complete and almost measurable, even if the quantity can expand. It sometimes suggests an external, academic property that might be given from one person to another. Since we frequently respond to connotation more than reflection, using "knowledge" instead of "coming to know" wouldn't even get us close to the same meaning.

"Learning," too, has become quite ensconced in the academic realm, and, because of that, invokes a mental image of a superior other trying to hand over the knowledge to a diminutive learner. It still seems to be something that is mostly done to the learner. It would be different if, every time the word "learning" were used, the following interpretation could flash in our minds. (Please note that I'm changing hats from teacher to learner to convey to you my reflective understanding of "learning.")

> Learning is finding meaning, beginning where I am. It is discovering through active and interactive means. Learning occurs when there is an unmistakable intent to do whatever it takes to construct meaning and make a connection. I learn through adults, through peers, and through self-reflection. I learn in school and out of school, and I check one against the other to help me discern and evaluate perceptions. I open myself to learning when I seek to do something to satisfy my needs for survival, fun, power, love, or freedom (Glasser, 1990), and I have a sense of being significant. The learning takes place when the purpose is relevant and helps me find meaning.
>
> Although I frequently see learning as acquiring something, I also enjoy discovering what is, realizing that there are patterns and systems that are cumulative, recursive, and unending. In the process of learning, I must be able to share my knowledge, to share me, to teach others. I must be able to explore points of view to understand myself, and to understand others. In this process I may use more than one language, and view more than one culture in order to acquire the vocabulary and realize the varied experiences that make up the world I encounter. I want learning to evolve gently, allowing me to move forward with dignity.

It is difficult to hold all of these impressions in mind throughout this monograph. Therefore, when we see "learning" it is natural to revert to connotations, and the connotations of "learning" in the place of "coming to know" don't fit with this work.

"Coming to know" is used to underscore the student's ownership and the holistic and timeless nature of the process.

> If I am the student, "coming to know" is nothing you can give me. You can make it easier or harder for me, as you make it easier or harder for me to come to know you. You can accelerate or deter my "coming to know," which is why you are reading this manuscript. You can even help me discover new directions to explore.
>
> You cannot do "coming to know" for me or to me. That is why you must share the secrets of teaching and learning with me — helping me develop what you call my "metacognition." That is why you must work through and with me, which means you must have an ongoing, intimate, knowledge of my "coming to know." You may find that when you enjoy teaching, you are often coming to know with me.

"Coming to Know" and This Document

Accepting "coming to know" as the goal of my teaching puts me in touch with why I am a teacher — so I can know more about myself, others, and life, and so that I can help others as they seek to do the same. Writing this monograph presents so many possibilities for me to confront my own knowing, that I seek a way through the maze, a way of simplifying the innumerable variables without losing sight of the realization that everything comes down to the human factor.

It has been my own human factor that has stalled my writing from time to time: the need to have things perfectly clear for myself in order to present them clearly to you. Yet, what that translates into is somewhat of an impossibility in its implications — that I have "figured it all out." I release that implication now as I assert that my "coming to know," like my students', will always be incomplete, and I can only share with you what it is now and some of how it got there, and hope that this communication helps you see your own "coming to know."

When you enjoy teaching, you are often "coming to know" with the learner.

Chapter Four

Instructional Implications of Focusing on "Coming to Know"

The Whole

It's time for some implications of focusing on "coming to know," rather than on language, when instructing bilingual students. Although my logical academic background says, "Give me a list of all the implications: 1, 2, 3, and so on," that is not how we have interacted thus far. In Chapters One–Three, we first connected with the experience and then analyzed the meaning of the experience. Therefore, I want to first deal with the internal responses I have to the most obvious themes of the first three chapters. Doing this will allow me to elaborate on some information given incidentally in Chapter Three that may not have been so obvious. Then, when we proceed to the list of implications, they might make more sense.

Previous chapters have stated that our objective with bilingual students is the same as with all students: helping them "come to know." Since coming to know is an internal process, the student is the primary teacher of self and requires a different kind of instructional relationship. My personal response to this information is the image detailed below.

> **I have this mental image of reaching out and putting my hands around that core place within the student that is her "coming to know," and as I do, I can feel its pulse. In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning to facilitate the student teaching herself. I measure my success by what the student can do, beyond her ability to give information, to the ability to do whatever she needs or wants to do.**

Once expressed, I realize that my response is incomplete. In Chapter Three there was a section called "Needs Bring New Directions." In that section, I explained that the new directions emerged in my teaching for two reasons: my own needs as a teacher and the needs that I perceived my students to have.

Particularly instrumental in changing my instruction was the awareness that I was trying to take on the sole responsibility of educating my students. I was thinking that I, as the teacher in charge of the students, had to do it all for the students: literally to *provide* their education. I still have to remind myself not to

confuse my responsibility to facilitate and ensure the students' education with my perception that I can or need to do all the teaching occurs in the room.

The picture verbally painted on the previous page is one implication of earlier chapters. It describes a relationship between the teacher and the student that is different from the one I had with my students when I kept them dependent on me. However, if I stop with only the relationship between me and my students, it is easy for me to continue in the belief that I am the sole teacher of my students. To balance that persistent belief, I reflected on how a student might ideally explain her reasons for coming to school.

I go to school to learn from and through the people with whom I interact. I go to school as a student and as an equal to interact with my equals. I give and I receive respect and love. I help others and am helped by others.

I seek to learn about life, about the world, about myself, and about the people of different ages and different points of view who are there to teach me. I seek the skills I need to open up the world to me — literacy, which will open up stored knowledge; self-expression, which will allow me to teach you and add to the world's knowledge; interpersonal skills, which will allow me to see you as you are and not who I think you are, and which will allow me to show you who I really am.

I seek a window into the many areas of life that my current life circumstances have not revealed to me, so that I may know which I might wish to explore. I seek a validation that my current life circumstances are part of life's full curriculum, and I seek a way of integrating the current and the possible.

I go to school because I and you can learn faster together than alone, and the whole world needs to learn.

The student reflection relates the educational value of the many relationships in the classroom. Besides the impossible burden I impose on myself in an attempt to provide all teaching for students, students are being limited when I ask them to learn from only me. Something else I have more recently discovered is that the classroom is much more vital when I recognize and utilize the powerful teacher-learner relationships that exist among all individuals in the classroom. Empowering students as teachers of self and as teachers of others helps meet my students' needs and mine.

The List

For linear thinkers, the following list gives more detail about what is encompassed in the instructional implications presented holistically thus far in the chapter. The rest of the monograph illustrates these implications within the context of educating bilingual children.

The implications are not a series of separate steps to be followed in order. They overlap and form a whole.

If coming to know is essential, it follows that:

1. **The learning environment must be inclusive of student culture and personal identity.**
   - The learning environment conveys respect for and confidence in the student.
   - The student perceives acceptance by teachers and peers. (Marzano et al., 1991)
   - There is a tone of "unanxious expectation." (Sizer, 1987)

2. **Instruction must acknowledge and assist the student's role as primary teacher of self.**
   - The student is made knowledgeable about her own "coming to know."
   - The student has choice and input into the direction of her "coming to know."
   - Learning experiences require active creation, clarification, and refinement of meaning.
   - The student is allowed to use all she currently knows to affect her "coming to know."
   - The student internalizes strategies to assess, monitor, and impact her "coming to know."

3. **Instruction must acknowledge the powerful teaching relationships of all individuals in the classroom.**
   - There is a high level of interaction among students and with the teacher to help the student construct meaning and broaden her knowing.
   - There is a high level of interaction among students and with the teacher to create a context and need for self-expression and interpersonal skills.

4. **Instruction must be meaningful to the student, targeted, strategic, and cumulative.**

   MEANINGFUL
   - The student must realize how the instruction satisfies her needs for survival, freedom, fun, power, or love; or know how it helps her in her life; or how she is able to do something that she wants to do.

   TARGETED
   - Ongoing multi-faceted needs assessment informs instruction.
   - Identified instructional priorities for each unit of study define instruction and accountability.
   - Instructional and evaluation methods match indicated linguistic, academic, and whole-child developmental levels.

   STRATEGIC
   - The student is taught to discover patterns and systems and to use the resulting knowledge to achieve personal goals.

- The teacher explicitly teaches students contextualized strategies to move from dependence to independence in any learning situation.
- Conversation and instruction use content as the context for learning to learn.

CUMULATIVE
- The student has repeated exposure to concepts and their related language.
- The student has opportunities to extend, refine, and use knowledge in meaningful ways.

5. **Curriculum must include content, linguistic, metacognitive, and sociocultural knowledge.**
   - The student learns age-appropriate, comprehensible, targeted content.
   - Linguistic knowledge includes both interpersonal and academic proficiency.
   - Metacognitive knowledge is overtly developed.
   - Sociocultural knowledge is examined and expanded.

6. **Demonstrated growth that is meaningful to the student, and which empowers the student to reach her goals, must be an uncompromised outcome.**
   - The student has ownership in the growth objective.
   - The demonstrated growth enables the student to do something she wants or needs to do.
   - There is an understanding and expectation of quality.
   - Teacher and student share accountability for the student demonstrating growth.

Reservations

A respected colleague and friend, Carol Smith, verbalized some thoughts she had after I shared with her the first mental image in this chapter:

> "That's beautiful, but it's hard to relate to first-grade students who speak no English. How can their "coming to know" come across if they can't express it? This seems totally the opposite of what we've been doing, and a hard change to make happen. It's a good philosophy, but it seems like a radical move when we're used to asking kids to give back what you have given them, rather than facilitating the learning to learn process!"

Did some of these same concerns surface for you, too?

As we discuss them, let's consider the questions' application to other students as well. Certainly preschoolers and kindergartners would fit the same developmental age concern. They are not terribly independent yet or knowledgeable about their "coming to know," and teaching them about learning to learn may sound rather abstract for a young learner.

On the other hand, middle-school and high-school non-English speakers would have the same difficulty expressing what they know without the language of the teacher, and they might have even more frustration, since they presumably know more than young learners. Although older students might be ready for more independence because of their age, they may not be independent in school because of a lack of familiarity with the language or the class or school procedures. Older students also have expanded variables with which they must cope, such as schedules, multiple classes, and adolescent physical, social, and emotional norms that are different.

So the questions seem to be "How do we get to know students' knowing, if they can't express it?" and "How do students learn to learn and become independent when they are very young or new to our language and school system?" The third question, "How do we educators move from expecting children to give back what we give them to facilitating learning to learn?" is partially related to the first two, and partially related to the change process which we each handle differently and at our own pace.

How Do We Get to Know Students' Knowing If They Can't Express It in a Language We Understand?

Here are two immediate responses that might speak to your own knowing: I don't expect you to know right away. I do hope you will consciously do some things that you and other good teachers do instinctively: l) get to know the student as a person as well as you can nonverbally, and 2) continually observe her reactions to what you and others do with her, as well as what she initiates. When we are unable to converse with a student, we frequently must decide the beginning point of interaction before we can get any feedback. The key seems to be the intent to get and respond to all the information the student gives in any form. Chapter Five will elaborate and provide examples. The rest of the monograph will also address Carol's other questions.

I do hope you will consciously do some things you and other good teachers do instinctively.

Chapter Five

Needs Assessment: Taking the Pulse of "Coming to Know"

I have this mental image of reaching out and putting my hands around that core place within the student that is her "coming to know," and as I do, I can feel its pulse.

Does the above sentence portray a difference in tone from the related component of Implication Four of ongoing, multi-faceted assessment? This sentence reminds me that the knower is an intimate part of the known. (Belenky et al., 1986) It evokes a warmth and implies a relationship with the student more than the more-familiar educational term does. I hope the difference comes through because there will be different results without the intimacy or connection, and the point of departure for assessment is to establish that bond in order to most accurately know the knower and the known. The relationship and the assessment take time and are interdependent.

Although assessment will dominate our discussion in this chapter, there are other implications that come into play: Implication One, which values conveying respect for and confidence in the student, seems the prerequisite for being able to get close enough to the student to "put my hands around that core place within." Implication Five indicates the major areas of assessment that inform us of the student's current "coming to know." Implications Two and Six are next steps, as the student's awareness is also raised regarding her/his own knowing.

Assessing "Coming to Know"

I must get to know each student very well. How can I do that when I'm not working with the student one-on-one? —when I don't speak the student's language? —with a preschooler, a primary student, an intermediate or middle-schooler? —with an older student? What do I need to know? What do I do with what I find out? How do I get to the core of learning? These are some questions that play in my mind as I consider the quote that began this chapter.

The subtitle of this section gives me two beginning considerations: assessment and assessing "coming to know." Since we interchange the terms so frequently, I'd like to define my use of "assessment" as the collection and analysis of many samples of several behaviors over time. I know that we assess students for many purposes, and I want to keep in mind that I am "putting my hands around that core place within the student" so that I have an ongoing match between what the student is ready for and the instruction experienced. I also want the assessment to inform me and the student about progress, so that we can view the individual's learning process, be accountable, and celebrate growth.

The subtitle also draws my attention to assessing "coming to know." Therefore, I want to assess the components listed in the knowledge framework of Chapter Three, which are incorporated in Implication Five: content, linguistic, metacognitive, and sociocultural knowledge. Because my goal is to help the bilingual student become independent, I am particularly interested in discovering what she knows about herself as a learner and teacher.

Assessment When We Don't Speak the Same Language

Tapping Your Own Knowing

Remember the Christmas present in Chapter One? How did you get beyond the wrapping to guess what was inside before you were permitted to open it? Since we're not dealing with inanimate objects, let's examine other pertinent experiences.

Do you own a pet? What do you know about your pet, and how do you know it? Do you know what your pet understands? Do you know its strategies for getting what it wants and needs? How do you know these things? I know that my cat understands "No," "Get off the table," and "Come here." I know that he likes to see what is going on outside, and that he doesn't like to be held except when he wants to be. I know his strategies to let me know what he wants, likes, and dislikes. I know these things in spite of not speaking his language.

Have you observed infants or young children before they can talk? Are there some things that you know they know? Are you aware of their strategies for getting your attention, letting you know their needs and wants, or telling you about themselves? How did you learn these things when you didn't yet speak their language? Have you been able to help them learn new things, including new ways of expressing themselves and new strategies for getting their needs met?

Some ways I learned about my cat and my child without a common language were observation, reflection on the observations, tuning in to the meaning conveyed when they used their language, checking out my assumptions through observation of their reactions to my response to their presumed need, asking them to "show me" and structuring the environment to get specific information. My observations were informed by experiences of trial and error and by new information gained through reading or talking with others. We will see that these may also be used with students of all ages who speak a language other than our own.

A concern of yours may be the one I expressed above: how do I do this when I am not working one-on-one with the students? The following examples may remind you that it doesn't only happen in the one-on-one situations we have with our pets and biological children.

Some Ideas for Consideration

Earlier I mentioned that I hope you will consciously do some things that you and other good teachers do instinctively. Later I said, I want us to bring to mind the many ways we have of knowing (about a student's knowing) and to notice that, when our intent and awareness work closely to do so, we can learn a lot about each other without the benefit of a common language. This awareness is our own metacognition. I believe

that the more we are aware of the strategies we are using, the more we are able to powerfully use or adapt these strategies for optimum results. In the last chapter, I suggested two ways:

1. Get to know the student as a person as well as you can nonverbally;
2. Continually observe her reactions to what you and others do with them, as well as what she initiates.

The more we are aware of the strategies we are using, the more we are able to powerfully use or adapt these strategies for optimum results.

Reflecting on our observations of a student is our major tool before and after a student is able to express herself to us in a language we understand. When I taught preschool I was probably most aware of my need for observation skills. I was unable to sit down with a student for long periods of time to assess her behaviors over time, because of the student's developmental need for movement and variety. Also, I had twenty students who were just beginning to learn about cooperation and independent behavior toward a mutual goal. It was interesting to me, however, to see that I learned a great deal about the children in my first two weeks with them. The knowledge components presented in Chapter Three will help me illustrate.

Example 5.1

Content: I noticed which students were at which developmental levels of literacy. Some students were "scribbling" randomly on paper. Others were embedding some letters within their marks. Some had no difficulty writing most of the alphabet. A few could write their names without help.

Language: This school was termed a bilingual preschool, with the adopted philosophy of native-language use, with very gradual introduction of English. Therefore, during these first two weeks, I used Spanish almost exclusively in the classroom. When English began to emerge on the playground and in peer classroom interactions a little more each day, I realized that perhaps some of the children who were silent in the classroom were not, as I had assumed, Spanish-dominant after all, and I began to investigate that possibility. Though I spoke the languages of the students, I gleaned this information from observation because I had set up the language of authority as Spanish, and these little ones were too timid in the beginning to directly communicate with me in any other language.

Metacognition: Without a common language, we can observe the strategies students use, and infer their task and strategic knowledge for interpersonal and academic needs. We are less able to explore with students their own metacognition, that is, their awareness of their use of their strategies.

> When I noticed Elias flitting from center to center without engaging in any of the activities, I stopped him at the Leggo table and showed him how to put them together. He remained at that center until he beamed, showing me the long string of Leggos he had assembled. He had had no knowledge of how to do the task at each center, nor did he have strategies for exploring the materials or asking peers, even though the centers were play oriented.

I helped him and others with strategies for exploring materials and for social interaction with peers, and we made those strategies overt so students didn't judge themselves or others as incapable learners. Instead they looked at the strategies being used and tried or offered others. We did role-plays and made illustrated signs of classroom procedures that would work. We modeled appropriate interpersonal behaviors such as turn taking and making or giving choices instead of grabbing or pushing. We then, as need arose, referred to these choices.

Until we made the stragegies overt, I could not begin to infer the students' level of awareness of their strategies.

It is when the students were shown that they were using strategies, and that they had choices of strategies, that they were beginning to become aware of themselves as learners alone and in relation to others. They were thinking about what they were doing and how to best accomplish it. I was then able to begin inferring their levels of awareness of strategy use.

Sociocultural Knowledge: As noted above, we are able to infer sociocultural beliefs, values, and the accompanying filter the students seem to be using to interact in our presence. We are less able, during the stage when we don't have a mutual language in which to converse, to observe the students' level of awareness of this filter they have formed.

Some of the students' values and beliefs surfaced in the "house" center when they pretended to be Mommy and Daddy. In addition, I sometimes used my knowledge of their cultures, balancing with the possibility of individual preference or age-related behavior, to surmise beliefs or values that might be influencing behaviors. For example, some students seemed more direct and outgoing, and others seemed to take time for the polite amenities before expressing their needs. These behaviors often *seemed* to coincide with their degree of being "Americanized." Another source of information in this area was parents. Contact with parents at the preschool level was frequent, so even though a child may have been nonverbal about what "Mommy said," values were sometimes apparent and expressed by parents or translators for parents.

My preschool teaching experience was also an example of how I structured the environment to help elicit needed information. I knew that when testing a child in an oral interview or writing sample, I could only evaluate what I was able to draw out of the student through the prompts I used. Therefore, if I was to get to know the students without a common language, I needed to have a variety of environmental prompts. I set up and varied centers and/or manipulatives in the classroom.

Example 5.2

The preschool curriculum was reflected around the room. I couldn't assess literacy development without a reading corner and writing and drawing materials; I couldn't

assess social skills if the students didn't have the opportunity to play; or physical coordination if they didn't have the opportunity for movement. Since I needed to assess receptive knowledge of BICS and CALP, I needed students to be able to point to, find, choose, indicate yes/no, or classify items that were related to their everyday world and to more specific content, such as they found at the science center.

Although I structured the environment to get specific kinds of information, I was not looking for "right-answer"-type information. I stated earlier that the key seems to be to get and respond to all the information students give in any form. Children with whom we do not have a common language will have a difficult time giving us right answers. Also, just as with students who have the common language, students will give us more information if we accept what is given than if we restrict what is given. For me, structuring the environment helps students focus. As the common language emerges, we can then seek the reasoning behind an answer that seems different from what we might have anticipated.

We will get more information about students' "coming to know" if we accept what is given than if we restrict our hearing or observations to looking for right answers.

Chapter Six

Instruction: Teaching the Teacher Within

Before We Begin

I'd like to briefly tell you my feelings about this chapter and to help you anticipate what's on its way.

How often have you tried to describe to a principal or other observer what was really going on in your classroom when you were observed? I mean the reasons for what was happening, so that what was observed made sense. Do you remember how it seemed to take so many words to explain, even though the actual events took little time?

That's what happens in this chapter. This chapter uses a one-hour session with a diverse group of students to illustrate the major teaching functions with and among students. It takes, what may seem to some, a simple lesson and gets into the teacher's mind to find out the reasons for her behaviors. It tries to help you see what the teacher sees and analyzes in pre-planning as well as on the spot. You become an observer to the observer, who is observing the behaviors of students to try to read their minds.

Your explanation to your principal and my explanation here are involved. As I write this chapter, I feel "in the thick of things," a little afraid that I will lose myself and you. I tend to want to simplify, but I come back to the realization that teaching and learning are complex. Instead of simplifying, I reread and rewrite hoping to make the message cohesive, albeit analytical.

My invitation to you in the introduction, to "play full out," is reissued now. If you do, perhaps you will reconnect with why teaching stimulates you. We will be witnessing the value of both teacher and learner.

In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning to facilitate the student teaching herself.

In the introduction to this monograph, I said it made sense for you and me to establish a relationship because a major emphasis will be given to the relationships necessary for successful learning. In Chapter Five we saw how the bond with the student assists knowing the knower and the known. In this chapter, we will see how the nature of the relationship impacts teaching and learning.

All six of the implications are pertinent to the above quote in bold print. If we are to have intimacy, share secrets, and communicate with the teacher within, we take on and convey respect for the student. If we facilitate through ongoing response, we listen and observe with full confidence in the student's present and emerging abilities. When we teach the teacher within the learner, we acknowledge and assist the student's role as primary teacher of self. When we share the secrets of teaching and learning, we acknowledge the powerful teaching relationships of all individuals in the classroom; we create instruction that is meaningful to the student, targeted, and strategic; we pursue curriculum that is inclusive of content, linguistic, metacognitive, and sociocultural knowledge; and we make quality and demonstrated growth shared motivators and end goals for everyone.

In the last chapter, the examples spoke of ongoing, accumulated assessment of the student's general "coming to know." We now view assessment's role of informing specific instruction.

In Response To This Ongoing, Intimate Knowledge

Response can be the interplay of assessment and instruction. It can begin a chain reaction that activates students and teachers, allows the exchange of their roles, and sets off a volley of cross-teaching. Response can be evidence of engagement, of active minds, of alert tracking. It can invite a searching within to make sense of and connect with that which is without.

Response to ongoing assessment can occur in most classroom interactions. When it does, the students co-direct the learning, and the teacher has more energy and opportunity to teach the teacher within.

In Response, The Students Teach The Lesson	In Response, I Teach the Teacher Within
Ask	Teach them to observe
Listen	Ask what they see
Respond	Bring the seeing into the open
And they will teach the lesson	Help them discover patterns
	Relate their knowing to other knowing
	Help them express what else they see

In Response, They Teach The Lesson

Tapping Your Own Knowing

Can you think of an inservice or workshop that you've been to recently that you've enjoyed, where you've left feeling you had been an active learner, and that the presenter had really understood and validated you? How about one where you have felt the opposite? Can you describe the differences between the two?

When you are the learner, do you ever analyze the way an inservice or class is conducted because of your own experience in teaching? Do you ever compare your own turn in the student's chair to what your students might be living? If you do, perhaps you might identify with a recent experience I had.

I sat in a two-hour presentation that was part of a day-long conference for people involved with school change. The topic was one I was looking forward to getting into, since it was very relevant to one of the roles I have. Because I was in a room full of people who were in related roles, I was confident that the two hours would be stimulating, considering the expertise of the audience and the presenter's awareness of our purpose for being there.

Instead of stimulating, I found the majority of the two hours to be painful. The speaker began by telling us that there was too little time, but that all the material would be covered anyway, because it was all important. She then proceeded to tell us a lot of information, much of which was in list form. She didn't once ask us if, or to what extent, we were familiar with the material she was presenting. She did not elicit the expertise of the audience.

I thought about openly stating my discomfort with the way things were proceeding, and/or requesting that we somehow check out the feelings and desires of the entire group. Dare I do so? Could I do this in a way that would not offend the presenter? Would I be seen as taking over the meeting? Would I be ...? I didn't.

Although I did not get up and leave, I left mentally for periods of time. During those periods, I reflected on the learning experience I was in, rather than on the content of the session. I wanted to understand what was causing my frustration and to compare it to times when I have been dissatisfied with my own teaching. Perhaps I could gain some insight that would help me and my future students or audiences.

The well-intended comment from the presenter at the end, "I know this was a lot of information to assimilate in a short period of time," was not helpful, for I wanted to say: "You didn't even know how much of it we collectively needed or wanted, but you went on anyway. It must be natural for you to assume we are overflowing with the information you just gave us, because you treated us as empty vessels to fill. How could you care about us now, when you ignored our identities for the duration of your presentation?"

This situation reminds me of a description from the French novelist, Sartre (1964), who tells of the first time his mother read him a story:

> I was bewildered: who was telling what and to whom? My mother had gone off ... I didn't recognize her speech ... A moment later, I realized: it was the book that was speaking. Frightening sentences emerged from it: they were real centipedes, they swarmed with syllables and letters ... Rich in unknown words, they were enchanted with themselves and their meanderings without bothering about me. Sometimes they disappeared before I was able to understand them; at other times I understood in advance; and they continued to roll nobly to their end without sparing me a single comma. That discourse was certainly not meant for me.

Sartre was discussing the differences between oral and written language. There are some obvious reasons why words in print "roll nobly to their end" without consideration for the reader. There are fewer reasons for that to happen when presenter and listener are in the same room.

Now, I would guess that the presenter had no malice whatsoever, and that she, in fact, had probably put in a lot of preparation time to give us the best information she could. In fact, she probably wanted to serve us well because she wanted us to be able to walk away with a lot of information. Since I was unwilling to risk enough to tell her, she had no way of knowing what I was feeling or thinking—unless, of course, she had asked.

Some Ideas For Consideration

Ask
Listen
Respond
And they will teach the lesson

Ask...

Some ways that teachers "ask" include forthright questions, such as: "Have you heard of ... before?" "What can you tell me about ...?" or "What comes to your mind when I say ... or when you see ...?" The students may answer verbally or nonverbally. Brainstorming or the construction of webs, for example, may be done through drawings or collages. The K-W-L technique—asking students to tell what they *K*now, and later what they *W*ant to Know and what they *L*earned—is a variation of asking questions. The information recorded in each column may be done graphically as well as with words.

Another way to "ask" is to use an activity that elicits student knowledge, followed by a debriefing to make the knowledge public and to begin to organize it. For example, before beginning a unit on rain forests, students might be shown a picture of a rain forest. They might then, given an assortment of pictures, collaboratively choose some that they think relate in some way to the rain forest picture. There are no right answers, but students who are verbal are expected to give rationales for their choices. In sorting, the students provide information to us and to each other as they negotiate decisions about the groupings. Their rationales for their sorting and the language they use to give them will tell us more. The debriefing leads into the response and the teaching of the lesson.

The previous paragraph may bring to mind a lot of sound advice you've heard to activate students' prior knowledge before beginning a lesson on a specific topic or before reading. This is to help students recall what they know so new information can be added to or compared with their own knowledge. There are some additional reasons to ask students what they know about something before beginning a lesson.

First, it is ongoing assessment, so the teacher knows which children are at what readiness levels for that lesson, helping the teacher to have *targeted teaching.* When I ask children what they know, I do not insult them or frustrate them as I might by presenting information that they already know or information that is well beyond them. This inquiry is diagnostic, and it is also humane. It recognizes students as being too important for me to waste their time.

Asking students what they know before teaching is diagnostic and humane. It says, "You're important, and I don't want to waste your time."

When I allow students to answer both verbally and nonverbally, I allow bilingual students to demonstrate knowledge they might have gained through their first language, and I avoid confusing the students' knowledge of the *subject* with their knowledge of *English.* It can be the first step to assisting bilingual students to do age-appropriate work.

Second, if I ask the students about their knowing related to this lesson, I can use their experiences to make it relevant and culture fair. I can better know and help them know in what way the lesson might satisfy their needs.

Third, if I ask the students to make public what they know, I recognize them as co-teachers in the classroom. As they co-develop the lesson, they provide examples that are better understood and often more novel than those I have thought of in my planning. They personalize the lesson.

Listen...

When I listen to the students' answers, I can hear their thinking. I can hear them making connections at the level of their immediate awareness related to the lesson prompt. If I listen for what they are telling me, and not for right answers, I can use their answers to get them closer to the conceptual meaning.

Belenky et al. (1986) describes "really talking":

> "Really talking" requires careful listening; it implies a mutually shared agreement that together you are creating the optimum setting so that half-baked or emergent ideas can grow.

Atwell (1987) tells of "listening hard" in content conferences with her eighth-grade writers:

> I wait, listen hard, tell what I heard, ask questions about things I don't understand or would like to know more about, ask what the writer might do next, and offer any options I might know of.

Atwell stresses listening for meaning. She notes that the point of a writing conference is not to get students to revise. This principle is true even orally with students, and becomes very important with bilingual students.

When listening to hear what bilingual students know, our objective is to be informed about the knowing. Therefore, if we let ourselves become preoccupied with the developmental grammar or pronunciation being used, we will miss the messages and also prevent the opportunity for development that engagement in "real talk" provides .

Respond...

My first response must reward the risk taken by students, and accept their thoughts as a gift to the class. I do this not by a flowery statement, but by a sincere effort to understand and integrate their answers into the cooperative venture to create meaning about the topic of study. If I consistently do this, the occasional "smart answers" for reaction only will become less and less frequent. If I invariably model this, the laughter at the "wrong answers" will be replaced by students querying their peers about the reason they made that connection at that particular time in the discussion, and a collaborative teachable moment will be recognized. If my intent to understand is always evident, incomplete or hesitant answers from bilingual children will be probed and assisted, as the multiple teachers in the room participate in meaning construction.

And They Will Teach the Lesson...

The personalized examples, the connections made by all individuals, and the teachable moments provide abundant motion and substance to the lesson. The concept being studied has the potential to be developed in depth and breadth, within the capabilities of the students molding the lesson. My role is to

make sure all students are allowed and assisted to create meaning, and to provide opportunities for each student to demonstrate achievement of the lesson outcomes in accordance with students' developmental levels.

What's It Look Like?

In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning to facilitate the student teaching herself.

So far we have mostly been discussing "In response to this ongoing, intimate knowledge." We've been studying the "response" of teachers and students and how the successive responses yield a dynamic, organic lesson.

An example from a classroom situation will demonstrate these ideas. It would be artificial and meaningless to separate these ideas out of the lesson, so the lesson will be reported as presented, thanks to the fact that it was videotaped. As it is chronicled, both aspects of "response" will be noted: how it propels students into teaching the lesson and how the teacher's response teaches the teacher within.

It is easier to illustrate the way students teach the lesson when we respond to them than it is to illustrate teaching the student within. The latter is a long-term process, built on from lesson to lesson and day to day. Trying to view it by analyzing one lesson is somewhat like trying to view the development of a dancer by watching only one practice session. Therefore, although the students teaching the lesson, and teaching the teacher within cannot be separated out of the lesson, the two will be discussed separately, so that additional and distinct information can be supplied.

The following example may be a familiar sequence you've used or witnessed. It is the beginning of a session in which the students teach the lesson. It also offers a glimpse of the groundwork being laid for teaching the internal teacher.

Example 6.1

Context:

This was a class of twenty-three second-graders. Seven bilingual children were identified: five Koreans and two Spanish-speaking children. Three were said to be at beginning levels of English acquisition.

I had been requested to teach a lesson to demonstrate the use of *Literacy Plus*[1] vocabulary books within the social studies theme of "Community." This was to be an awareness session for the students. My objective was to simply establish that a community is made of people and of that which people need and want. It was to be followed up by the classroom teacher with a full unit designed with projects to meet the outcome objectives.

For clarity, the dialogue from the first part of the lesson will be kept together on one page.

[1]Robert J. Marzano, Diane E. Paynter, John S. Kendall, Debra Pickering and Lorraine Marzano, *Literacy Plus: An Integrated Approach to Teaching Reading, Writing, Vocabulary and Reasoning* (Ohio, 1991, Zaner-Bloser, Inc.).

In Response They Teach The Lesson	In Response. I Teach the Teacher Within
(*Students*)	(*Teacher*)
	Today we're going to talk about "community." (*Teacher writes word on board.*) Have you heard that word before? (*Some students answer yes.*) What comes to your mind when you hear "community"?
It's a large group of people. a city people doing work pizza (*student laughter*)	(*Records all answers in loose web form on board.*) What brought *pizza* to your mind?
It's in the community. apples oranges	*(Writing these next to* pizza, *and pointing to all three)* Sounds like we're saying that … (*Student finishes sentence.*) (*Teacher circles the items in the group and labels it* food.)
Food is in the community.	
cars truck *Lamborghini*	I don't know how to spell *Lamborghini.* Is it OK if I don't write the whole thing?
Just write lamb. houses where we live trailer It's like a house. fire engine It goes over here. (*pointing to listed cars/ trucks*) because it's like trucks	And what are houses? (*Teacher circles & labels:* Places Where We Live) What is a trailer? (*Teacher records in* Places *group on board.*) (*Teacher pauses looking at board.*) Why over here?
	You know a lot about communities. You have so many ideas, I just can't put them all down. Let's try to figure out what we have up here. We have one group of … (*pauses, pointing to food group*) We also have … What's this group? (*pointing to cars, trucks, etc.*)
food places where we live automobiles vehicles	What's a vehicle?
Lesson continues …	

A Closer Look

Ask
Listen
Respond
They will teach the lesson

Ask...

When I was requested to teach this lesson, I was told that the students had not studied "community" yet. If I had begun with teacher talk or book talk, I would have lived out what assumptions do to us all the time. I would have insulted the students who gave me quite a lot of internalized information about community. I also would have had to work twice as hard to motivate and teach them as I did in this lesson, for students were actively producing the content rather than passively receiving it.

Listen...

There was a broad range of student information. I knew that the students had a lot of tacit knowledge of communities. In this brief opening, some demonstrated formalized knowledge of the concept as well.

The first three responses the students provided were very close to where most books for this age group begin in defining "community." I was surprised to get this information. However, had I stopped asking there, the concept would have remained abstract, and I would have lost out on assessing and engaging the rest of the class.

Respond...

Had I been focusing only on right answers, I may have missed the insertion of "trailers" in the "Places Where We Live" category. If subsequent discussion continued to refer only to houses, the students who lived in trailers may have felt the lesson irrelevant or their experiences excluded.

Had I been focusing only on right answers, I may have rejected "pizza" as a viable answer. Because I heard and validated it, other students risked participation at this level. Students were piggy-backing on each other's thought processes, entering the collaborative meaning construction at their level of knowing. This seemingly bizarre answer also led us into more associations of what is in a community.

Students were piggy-backing on each other's thought processes, entering the collaborative meaning construction at their level of knowing.

And They Will Teach The Lesson...

The students were generating the lesson. They were listing the elements of a community, which would be used to help them infer the principles of interdependence, and other lesson objectives. They were using expressive language, such as *cars, trucks* and *Lamborghini,* that could be used to help them learn or consistently use the transactional language such as *transportation.*

Since they were hearing "student talk," it was easier for the bilingual students to understand and to help each other understand the content. Even when they translated for each other, it was less difficult than "teacher talk" or "book talk" would have been. The web in Figure 6.1 is a duplicate of the one that evolved from the student whole-group brainstorming.

The student talk that was generating the lesson was easier for the bilingual students to understand and made way for the teacher and book talk that would follow.

Since I was clustering the responses into groups, the bilingual students had more opportunity to follow the conversation. If they didn't know all the words in the group, they could at least make associations with the ones they knew. When the labels for the groups evolved, such as *food,* they already had the lists, such as *pizza,* and *apples,* to help them predict the meaning.

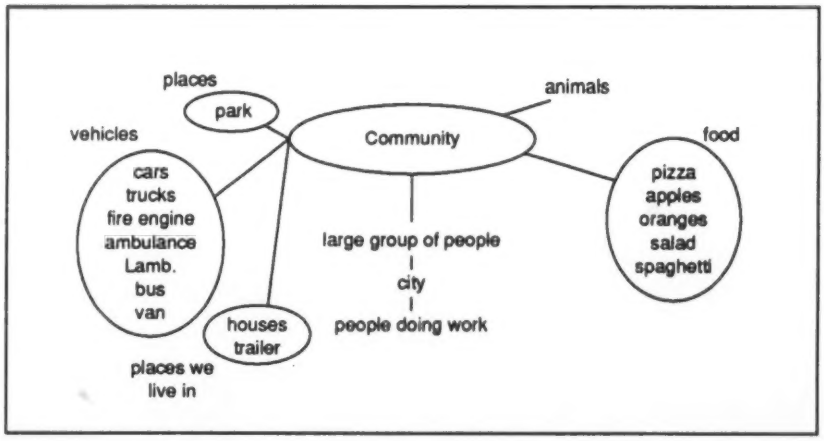

Figure 6.1

Next Steps

In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning, to facilitate the student teaching herself.

In Response,
The Students Teach The Lesson

Ask
Listen
Respond
And they will teach the lesson

In Response,
I Teach the Teacher Within

Teach them to observe
Ask what they see
Bring the seeing into the open
Help them discover patterns
Relate their knowing to other knowing
Help them express what else they see

We have just seen the students teach the lesson part of "response" in the context of teaching a linguistically diverse class of second-grade students. We will now view the rest of the lesson so we may begin to examine teaching the teacher within.

Example 6.2

INDIVIDUAL CHECK FOR READINESS AND UNDERSTANDING THUS FAR

When I determined the core objectives for the lesson, I considered how to make it concrete enough that all students, even those new to the English language, could succeed. Bayer (1990) says that one way of building on what students know is to place student-generated knowledge within a conceptual framework. Therefore, although the students generated the ideas, I organized the ideas in the web (and in the two graphic organizers that evolved from it). I wanted them to see their own thoughts in a way that focused them on the outcome objectives.

To see how focused they were, especially the students who had not been verbal, and to get further assessment information on individuals, we shifted from whole group to small groups.

"You have so many ideas, I think you already have an idea of what a community is. Just now we had a wonderful problem: everyone had ideas, but not everyone could talk at one time. So let's give everyone a chance to tell their ideas now."

I asked the students to sit in dyads or groups of three, facing each other. After deciding who would go first, they would take turns telling each other their conception of community, using the stem: "I think a community is ..." The listener would merely reply, "Thank you," because, we discussed, the speaker was sharing an idea, which is like giving us a gift.

I made sure the bilingual students were following what we were doing and were finding a way to communicate about the concept with their peers. Students were allowed to speak to each other in whatever language was comfortable for them to communicate their ideas.

I circulated to hear their statements, making mental notes of each student's level of understanding. Some students were describing the concept, and others were focusing on the isolated elements of a community. They were all contributing.

Example 6.3

SCAFFOLDING, KEEPING THE FRAMEWORK CLEAR

We reconvened as a whole group to continue the lesson.

"You already told me a lot of things about community. You told me a community has ..." and the students followed my cues as I pointed only to the category names such as "food" on the web. I wrote what they said, creating a second chart which you see below. They added information along the way.

Community

People .....**Need** .....**Food**
Places to live
Vehicles
Parks
Restaurants
Money **Banks**
Animals **Jobs**

Example 6.3 (Continued)

Subsequent spontaneous conversation:

Students Teaching Lesson	Teaching The Teacher Within
(*Students*)	(*Teacher*)
Tokyo (*laughter*)	(*Teacher to class*) He's thinking. What made you think of Tokyo?
the U.S. Russia is another big country. Asia	Now we're getting some examples of community.

NEXT STEPS

The day's lesson continued with the following segments:

l) use of the *Literacy Plus* vocabulary books to expand the elements of a community.
2) a written reflection, in which each student wrote a personal conceptualization of community.
3) a preview of two books to move closer to a more focused view of community: *Come Over to My House,* which showed dwellings all over the world; *People at Work,* which showed workers in their environments throughout the community.
3) a read aloud of the book *Amigo Means Friend* to briefly introduce the natural diversity in communities.

Summary of Lesson

Examples 6.1 through 6.3 have described a one-hour introductory lesson on "community." Using the framework introduced in Chapter Three, let's see what kinds of knowledge were addressed.

Content Knowledge:

- The students were forming or extending their conception of a community, building it from the framework of people and their needs.
- The students were implicitly classifying information.

Discourse Knowledge:

- Expressive language about community, including lists, category labels, and oral and written sentences with peers and in self-reflection
- Incidental vocabulary exposure using their vocabulary books, which incorporated compound words such as courthouse, greenhouse, and storehouse. This segment of the lesson also uncovered more words related to house or "Places Where We Live," such as hut and apartment.
- Interpersonal communicative skills: turn-taking to express self orally in pairs and whole-group; amenities: Thank you.
- Sentence patterns receiving repeated exposure: "People need ..." and "A community is/has ..."

Students participated at their respective linguistic developmental levels. Native speakers used their natural language and benefited from concepts they may not have known that were introduced by peers, such as "vehicles," and by the interaction with their vocabulary books, learning new words such as "storehouse." Beginning English learners saw new language consistently contextualized, enabling them to build on their native-language concepts and/or simple-English base.

Metacognitive Knowledge:

Although there was no direct teaching of metacognitive knowledge, the process of "coming to know" was being brought into the open and groundwork was being laid for more explicit metacognitive knowledge development.

The active nature of the thinking process was exposed through such utterances as: What comes to your mind when you hear "community?" He's thinking. You have a lot of ideas about community. What made you think of "Tokyo?" What brought "pizza" to your mind?

The students were tacitly learning that "coming to know" is an evolutionary process. They were continually to look at the evolving class conception of "community." The purpose for exploring the vocabulary books, they discussed, was to expand their charted knowledge. Their writing task was distinctly framed as a description of "what we know right now." They were told that they would come back and continue to develop it as they learned more about community.

When using the vocabulary books, we considered the students' strategies for the task at hand. The students were asked how they would find more information about communities. When one student suggested we look up "airport," they were asked how they would find it. Two different methods were used by students, which they explained: the table of contents and the index. The two methods were compared, with students giving their reasoning for using each and telling the results they got from each.

Sociocultural Knowledge:

As "The U.S.," "Russia," and "Asia" were added, the students began to broaden each others' world views. They set the stage for developing sociocultural knowledge in follow-up lessons.

One book that was previewed for examples of communities, *Come Over To My House,* was multicultural. The book that was read aloud, *Amigo Means Friend* used two languages and showed two cultural groups. Future possibilities for sociocultural development were abundant.

In Response, I Teach the Teacher Within

Tapping Your Own Knowing

Have you ever pointed out something you found beautiful or interesting when taking a child for a walk in the park or the zoo? Have you helped a child notice the shapes or colors of clouds? Have you listened for particular instruments in the music you and a youth were enjoying? Have you found the same partner in observation pointing out some of these things to you at a later time?

How many times have you begun sentences with words like, "Isn't it interesting how ...?" or "Have you noticed that ...?" and completed them with generalizations or descriptions of patterns you have observed? Have you tried to help someone understand your feelings by recalling an experience that person had had?

Have you had an apprentice or trained a student teacher, paraprofessional, or volunteer to teach your students? Have you been in an apprenticeship, or do you remember how you learned from another practitioner about teaching or life? Do you remember the process of raising awareness, empowering decision-making, and transferring responsibility?

Some Ideas For Consideration

Teach them to observe
Ask what they see
Bring the seeing into the open
Help them discover patterns
Relate their knowing to other knowing
Help them express what else they see

In the classroom examples given in this chapter, teaching them to observe began when the students' thoughts were recorded on the board. Making their knowledge public helped them continue to shape it. They were encouraged to trust their thoughts and to notice the mind's automatic function of making connections. This was done with the questions "What brought pizza to mind?" and "What made you think of Tokyo?" Their connections were graphically presented for viewing as the web was forming and informal classification was taking place.

As the students gave labels to the groups forming, they were beginning to name what they saw. The question in Example 6.1, "And what are houses?" would not have made sense if the students were not

already seeing patterns in the information recorded on the board as they generated it. "Let's try to figure out what we have up here" made the pattern recognition overt.

The students related their knowing to their peers' knowing when they worked in pairs in Example 6.2. As the second chart evolved in Example 6.3, they added information gained from their peers in the dyads, and continued to piggy-back on each others' thoughts.

In Example 6.3 the students continued to mold an inclusive curriculum. The boy who offered "Tokyo" reminded me that I had mobile children of Navy personnel, who had broader views of community than the city in which they currently lived. When he related the current discussion to his prior knowledge, he led others to see new connections.

"Tokyo" and the ensuing chain of geographical suggestions may have come from associations with "Places Where We Live." I called them "examples of community" when recording them on the chart. My reasons were twofold: 1) to reinforce the topic of study, and 2) to establish a basis for teaching students to create and recognize concept or descriptive patterns, which tell all about something.

At a future time, the charts generated in this lesson could be instrumental in helping the students see that when we are told all about something, there is a pattern to the kind of information that is included. Just as they had told what a community has and given examples, they will frequently find attributes, examples, and non-examples whenever they see or hear someone explain all about something. Recognizing and using concept patterns is an example of seeing and expressing at the metacognitive level. It is the internal teacher at work.

I Share the Secrets of Teaching and Learning

As I watched the Winter Olympics this year and listened to the narration of performances, I was astounded by the observation skills of the narrators. They saw things I could not see. After particularly daring acrobatics on ice, the skater was criticized for landing slightly on two feet instead of one. I wondered how they could possibly notice that when I was only able to see that her partner caught her, she didn't fall down, and she continued to gracefully and swiftly continue skating. I was always amazed, too, that the judges could discern enough differences to give specific scores. I had an untrained eye for these events.

Our students have untrained eyes for teaching and learning. They, too, can tell some things that they like and don't like about the way they are taught or are learning. They can tell some things that are easy and hard for them to learn or to teach others. They don't know how to look at teaching and learning in a way that will expand their choices and help them help themselves.

A popular teaching technique now is the "think-aloud." A teacher might model, for example, what he does when he reads a book and talk out loud about what he's thinking and why he's doing what he's doing. He might ask students to describe their thinking when they were completing a task or making a decision. Why do we do this? If I see how you go about a task, I might notice the similarities and differences between the way we approach the task. If I respect you and the results you get when you do the task, I might learn some new strategies for myself. I can't benefit from your strategies and thinking until they are made public.

Strategic teaching shares the secrets of teaching and learning. It not only models and directs students to use strategies, but its objective is the internalization of strategies by students as the teacher within makes decisions for growth.

Example 6.4

In this lesson the students communicated their emerging ideas about a community. They gave personal renditions orally and in writing.

After more information and interaction with the concept of community, they could have a mini-lesson and continued understanding of concept patterns so that their final unique or collaborative expressions about community could be organized into a concept pattern. That is, we would teach *them* how to brainstorm attributes, examples, and non-examples; develop a web or other organizer for themselves; and sequence their ideas in order to share orally or in writing their grasp of the concept "community."

The recognition and creation of concept and other patterns can be powerful even with beginning speakers of a second language. Recognizing concept patterns, for example, assists bilingual students to identify important information. If coupled with instruction on oral signals given by teachers or publishers' cues used in books, it gives them structures to look for to glean important ideas from a lecture or text.

A concept pattern also gives bilingual students a concrete structure they can use to express their knowledge of a concept. It is then more likely to be expressed age-appropriately because of the content they are including, even though the form of their emerging language may not be standard.

Example 6.5

After learning what kinds of information make up a concept pattern, and how to generate, organize, and sequence ideas from the pattern, the following description of a soldier was given in simple language by Tai, an elementary-school ESL student:

A soldier has a uniform. A soldier has a gun. A soldier has a helmet. A soldier is a man. A soldier fights.

Example 6.6

Joseph, a second-grade bilingual student used the concept pattern to create the following riddle:

I live in the sea.
I have pointed fin.
I eat fish.
I am a big mammal.
I swim fast.
I am gray.
I jump high.
I have a long beak.
What am I?

Example 6.7

Third-grade bilingual students used their knowledge of concept patterns, sequence patterns, and generalization patterns throughout their day to locate information related to important concepts or principles in their social studies, science, health, and reading basal texts.

Becoming a skilled observer of patterns in learning situations reveals secrets of teaching and learning. Becoming a skilled observer of my own patterns and the patterns of others helps me use the secrets of teaching and learning to effect my own growth.

Becoming a skilled observer of patterns in learning situations reveals the secrets of teaching and learning. Becoming a skilled observer of my own patterns helps me use the secrets to effect my own growth.

In the Scheme of Things

In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning to facilitate the student teaching herself.

In the classroom examples of this chapter, response created other responses which co-taught the lesson. The student response produced the substance of the lesson. The teacher response built a permeable framework that provided direction for the flow of the lesson. In follow-up lessons, teacher and students would help each other expand, refine, and express knowledge within the framework in basic or elaborate ways.

There are two aspects of this process that are vital to bilingual students: 1) scaffolding to continually build on students' knowledge, and 2) keeping the framework obvious as it and the lesson evolve.

Building on Students' Knowledge

Bayer (1990) describes the scaffolding process. To make it concrete, I reference the lesson on community within her description.

> To begin with I have some ideas about what I consider to be the major concepts (A community evolves from people and their needs and wants.), and my students have questions they want answered.
>
> First the teacher elicits prior knowledge through a question related to the concept being introduced, but worded so that students can use whatever knowledge they have .... This begins to make public the individual student's knowledge about the concept. It also begins peer collaboration (the open brainstorming about community).
>
> The instructor takes the role of a more capable peer to make connections between the different group beliefs and provide a picture of what seem to be the students' current theories about the topic. I use this shared knowledge of the class participants as an anchor for negotiating the meaning of new knowledge about topic *x*. Now we have a starting point, and as the instructor I move to build on the shared background knowledge (the web on the board of the students' knowledge about community).

I ask the students to look for confirmation of their individual and group beliefs in an upcoming activity (dyads, vocabulary books, *Come Over to My House, Amigo Means Friend).*

The students are looking for the connections they can make between the new ideas presented in class and their prior knowledge. They are actively involved in constructing meaning. The instructor places student responses within a categorical scheme reflecting the new concept (second chart generated).

This process continues until all the student responses are placed in the categorical scheme, leaving the instructor to fill in the gaps. Thus it is possible to use this scaffolding structure to begin at the students' actual levels of development and help them expand their knowledge through guided participation.

I have abbreviated the explanation Bayer gives. Since the lesson on community is to be continued, the references could not give a full picture of scaffolding. I highly recommend Bayer's book, *Collaborative-Apprenticeship Learning*, if you are interested in more information on this process, on collaboration, and on student as apprentice.

This scaffolding structure supports bilingual students' participation at a developmental level and enables them to follow as the language and ideas about the concept get more abstract. It also permits the teacher to manage diversity in an inclusive way.

Visible Frameworks

Making the framework evident in its evolving states is an important function performed or supervised by the teacher. Bayer says that frameworks are important for all students. I agree. I'd like to elaborate for a moment on the benefits of visible frameworks to bilingual students.

Establishing a clear framework and keeping it evident throughout the lesson helps the bilingual student continue to contextualize the abundant language and ideas that are bombarding her.

When someone is learning a new language, it is difficult at first to distinguish important from unimportant information. Even when key ideas are identified, determining relationships among them can be difficult. Although student talk is often easier than book or teacher talk, it may also be a source of confusion. When student talk gets complicated due to language structure or content, it can be a detour from which a bilingual student might not return unless the teacher reframes the discussion. This can be a common occurrence at the intermediate and upper grades.

Example 6.8

Ana was a thirteen-year-old Spanish-speaker, learning English. Her teacher described her as fairly advanced and able to follow most of what was being presented.

Ana enjoyed working in learning centers in science class. She also found the science book easier to work with than her language arts book because if she didn't know the answers to the questions, she could reread the "story."

Her teacher noted that Ana only responded in class when she was directly asked a question, and that she gave only a minimum response. Ana said she hardly participated in science class orally because she "didn't understand."

Keeping the lesson framework visible to students at all times is central to making the content comprehensible for bilingual students.

When I sat in on one of her science classes, her teacher began class talking about a specific topic and invited participation from students. One boy asked a question about the topic, but then made an association that took the discussion another way for about ten minutes. The teacher wrote on the board after the boy finished, but there was no concrete framework apparent to clarify what was important from the discussion or how it fit together.

Ana's skill in identifying important words enabled her to note isolated vocabulary from both the teacher's and the student's discourse. She didn't know enough English to realize that most of what the student discussed was irrelevant to the specific lesson or to make the same association the student had made in his own mind which led to a different topic. Ana worked equally hard trying to follow all of the discourse and trying to make sense out of it.

Had the teacher come back to the board with a simple, clear framework for his own lesson, and indicated where, if at all, the student's interest fit, Ana might have been able to walk away from the lesson with something more than isolated vocabulary.

Keeping the lesson framework visible to students at all times is central to making the content comprehensible for bilingual students. This can be done through webs or charts, as illustrated in this chapter, or through other graphic means. Keeping the framework visible and dominant in the evolution of the lesson also makes it possible to hold everyone accountable and to measure success. These last two are topics of concern in Chapter Seven.

In response to this ongoing, intimate knowledge, I teach the teacher within the learner. I share the secrets of teaching and learning, to facilitate the student teaching herself.

Scaffolding and keeping the framework visible help bring students along in the lesson. This is minimal for students to succeed in a unit of study. It facilitates content and discourse knowledge, and enables short-term success. However, it is possible for students to still be dependent on the teacher if students are only *led* to success, and not taught how to *find* it.

When we teach the teacher within, sharing the secrets of teaching and learning, we enable long-term success, allowing the students to take responsibility for their own growth. The students may then use the framework to demonstrate growth in the context of something they want or need to do. I will expand upon this in Chapter Seven.

Chapter Seven

Evaluation:

Can the Student Do What She Wants or Needs to Do?

I measure my success by what the student can do, more than her ability to give information, to the ability to do whatever she needs or wants to do.

The above statement suggests an accountability that was not imposed on me. I accepted the educational goal of preparing students to do whatever they would need or want to do when I entered the teaching field. I re-discovered it when I realized how I had perpetuated dependence in my bilingual students by holding myself and them accountable for content but not for their ability to access their education on their own or to succeed in a diverse society.

Implication Six is prominent in this chapter: demonstrated growth that is meaningful to the student, and which empowers the student to reach her goals, must be an uncompromised outcome. All other implications and the relationships described in Chapters Five and Six — putting our hands around the students' "coming to know" and, responding to its pulse, teaching the teacher within — make this possible.

Tapping Your Knowing

Do you have a need to know whether or not what you do with students makes a difference in their lives? Have you found this difficult to measure? What do you use as your measure of success? My guess is that it's not how well your students do on standardized tests, nor is it necessarily the written evaluation you get from your supervisor, is it?

Tests, as discussed in Chapter Five, do not suffice as assessment that we can use to evaluate progress. Written evaluations from supervisors are often similar to the tests — they frequently view only one snippet of teaching, based on only one or two observations. In addition, neither student tests nor teacher evaluations tend to question whether students' ability to do what they want and need to do has improved since they began learning with us.

So what do you use to measure success — yours and your students'?

Some Ideas for Consideration

If we stop the opening quote part way, saying, "I measure my success by what the student can do," would you agree that we've really done this quite often? That is, we've often asked students to show us that they learned the content we taught them, and we've often done so in very creative and stimulating ways, such as through games, role plays, or projects. For example, after a unit on endangered animals, students may

be asked to make their own books that they would be able to take home or keep in the class library. This requires students to demonstrate what they learned, and it yields a tangible product that can lend itself to building cumulative knowledge.

For students who want to make a book because of their love of writing, desire for books to take home, or other purposes, this may be helping them do something that meets their needs or wants. However, if all students were asked to do this activity, some students probably are making books as an activity or test designed for them to give back information.

Getting back information is helpful for us to check students' comprehension. That's a short-term goal. We also need to get the long-term goal of improved student ability to do what they want or need into our classrooms daily, in order to take students off "hold." As mentioned in Scenario 2.1, I taught my students content in Spanish, achieving my short-term goal. The students remained "on hold," however, because they had achieved *my* goal for content attainment, but had not met *their* need to be able to acquire and demonstrate content knowledge regardless of the language.

Roger Schank (1992) lists failure [to be able] to do something you want to do as the number one motivator to learn. It creates a need to know. Giving back information to check comprehension measures knowledge of a unit of study. Demonstrating the information's impact on the students' ability to do something they want or need to do measures the students' "coming to know."

Stopping the sentence at, "I measure my success by what the student can do," keeps us focused on *our* agendas, which are short-term. They are for the duration of the time the students spend with us. Completing the statement, "the ability to do whatever she needs or wants to do," focuses on the *students'* agendas, which are long-term. It relates to the students' daily attempts to make sense of their lives. When we interpret "what the student can do" as whether the students can give us back content or linguistic knowledge, we measure an incomplete and academic-serving construct of knowledge. Completing the sentence, "helping students do what they need and want to do," moves us to a more complete construct of knowledge that better serves the students, since students must come to know about self and others in order to meet their needs and desires. (Figure 7.1)

Interpreting "what students can do" as Students' Ability to Give Back Information: **Measuring Short-Term Success**	
Content Knowledge	**Discourse (Language) Knowledge**

Figure 7.1

Measuring Students' Ability to Do What They Want and Need to Do: **Measuring Long-Term Success**			
Content Knowledge	**Discourse Knowledge**	**Metacognitive Knowledge**	**Sociocultural Knowledge**

The Lure of Measuring for Short-Term Success

Content:

Some of the reasons I can get lost in the content:

- It's necessary for students to have some content knowledge to achieve their own goals.
- Content provides a context for learning linguistic, metacognitive, and sociocultural knowledge.
- I can measure it easily and use it for accountability.
- There are readily available resources to teach it. Most of our textbooks serve that purpose.
- I am most familiar with it. That's what I was taught, and that's what I was taught to teach.
- It seems to represent acquired knowledge or intellectual accomplishment.
- It can be fun. For example, I enjoyed the lesson I did with students on community, which I described in Chapter Six, probably because it provides a context for constructing meaning together and learning about and validating each other in the process.

Discourse:

Some of the reasons why language can capture my instruction and evaluation of bilingual students were already mentioned earlier in this monograph. Others include the following:

- *Instant reward.* When I am working with students just learning English, and they begin speaking English, I can see that they are learning. Whether from me or from their total environment, there is visible progress. This is one of the payoffs ESL teachers have amidst all the variables they experience in their jobs.

- *Easily measured.* That is, the productive language of students is easily measured. Both the previous point and this one are misleading in many ways if analyzed for what one is measuring, but they both refer to the satisfaction one gets when students begin with no English, and we watch their progress as they learn to speak in sentences and develop their English language.

- *Enhanced interpersonal relations and communications.* Certainly it seems easier to teach and to interact when the students and I speak the same language.

The Fears of Measuring for Long-Term Success

In opening this chapter, I noted that measuring my success by the student's ability to do what she wants or needs to do redefined my purpose for teaching and impacted what and how I teach, as well as my role with students. Do the implied shift and resulting impact give you a little pang of anxiety as they have given me?

Remember my colleague's comment in Chapter Four: "It seems like a radical move when we're used to asking kids to give back what you have given them, rather than facilitating the learning process." Do you also see a radical move required? I understand my colleague's comment because I have also perceived it that way.

When this chapter's opening quote talks about going beyond the student's ability to give information, do you get the same feeling of panic that my years of writing objectives about information bring up for

me? Now I must learn how to write other objectives?! I was just feeling relieved about some publishers identifying core objectives that students need to understand in a unit of study, so I don't have to ferret that information out of the unit. Just as publishers are relieving some of the work I've been doing, I need to do more?!

Have you, like me, become quite good at identifying and teaching the key information that students need to learn, but now you hear me saying that that's not enough to make the long-term goals operational each day? That's unsettling, isn't it? It demands that we stretch, and frequently that we stretch really hard. More accurately, it necessitates thinking in new ways.

A whole stream of thoughts have flooded my mind. I wonder if any of them have also occurred to you:

> "I measure my success by what the students can do, beyond their ability to give information, to the ability to do whatever they need or want to do." There are two modifications to past practices suggested here: 1) we move from expecting information to expecting action or application; and 2) the action or application must be meaningful to the education system *and* the student.
>
> Whoa! The first part isn't so hard, especially the application part. (Is application always the same as doing?) I've taught kids new skills and strategies all the way to the application stage before. In fact, I could easily say that most of my teaching has been with the end-goal of application. (Only I wonder if it was too much at the end.)
>
> The second part, however, is dependent on more than me. It seems I must have the students' cooperation in achieving the goals. I'm not sure I know how to get the students' cooperation, or how to get to know the students' wants and/or needs, especially when we can't communicate through a common language or culture.
>
> The second part seems to mean I might not be completely in control of my success. I'm not sure I want to feel dependent on the students for my success. (Are there students who have felt the same way about me or other teachers?)
>
> Not only must I know how the unit or goals help them, but *they* must know. That means I may sometimes be forced out of my point of view. What happens if I value the unit objectives or goals but they don't? How will I plan and teach to honor all of our values and gain ownership for the lessons from all of my students? Can I manage a unit of study for a group of students and have it be meaningful to each student — if I was one-on-one, maybe, but with a whole group?!

Have I generated these thoughts purely in anticipation of my readers? Not at all. They are ones that continue to re-surface because of my history of doing things differently. It's sort of like my experience with parenting:

> For the better part of twelve years I, in partnership with my husband, raised my daughter the best way I knew how. I made sure I informed my actions through birthing and infancy classes, reading books, attending parenting workshops, and talking to professionals and other parents. Oh, yes, and I relied on my own experience of how I was raised, and my reasoning about that experience. All along the way, my daughter, my husband, and these sources helped me learn.

I thought things were going pretty well, with me and my husband making the main decisions, giving my daughter lots of choices along the way. Then she turned thirteen.

Any of you who have experienced parenting a teenager probably know what happened then. It's what's known in the literature on change as a "felt need for change," or a "dissatisfaction with the status quo"—grand scale!

Though frankly painful for me, my daughter challenged many of my current and past beliefs and practices, and she built some very good cases for change! I could no longer get away with wanting her to do things because I reasoned them out alone. I was forced to think in terms of her needs' satisfaction as well as my own.

That wasn't quite as difficult on the surface as it turned out to be when I came face-to-face with the fact that our values were often vastly different. Therefore, when I thought something was important, she didn't necessarily think so. I had to get better acquainted with her values *and mine. I* had to rethink why I was doing things, which were really important, and which were really inconsequential. I had to drop part of the curriculum of life that I had always assumed compulsory until closer scrutiny revealed it as ritual and not worth taking away from the energy or time for the truly important. I had to think and pay attention in different ways. It was major relearning in the midst of what seemed to be very familiar surroundings. It still is.

So is my personal evolution in education.

Meeting Bilingual Students' General Needs

I measure my success by what the students can do, beyond their ability to give information, to the ability to do what they want or need to do.

My objective is to have students progress in their ability to do what they want or need to do. Therefore, two things seem to be required: I must know what students want and need to do; and I must know their ability to meet those goals when they begin working with me.

I can, and will want to, anticipate some of the students' needs, specifically those in the school setting. Instruction and evaluation for two such needs mentioned in this manuscript shall be illustrated in the following example: the bilingual students' need to do age-appropriate work with their peers, rather than playing catch-up, and the bilingual students' need to become independent of the teacher, pushing beyond language to "coming to know."

Example 7.1

The context is a unit on the deforestation of Brazil that a colleague, Carol Smith, and I taught. The language sample is from a fifth-grade, Spanish-dominant student who had very basic English comprehension and could produce nonstandard sentences. Her writing sample illustrates her increased ability to interact with and *do* age-appropriate work.

In Scenario 2.1, I described bilingual instruction that perpetuated dependence on the teacher and the system. This example demonstrates the results of bilingual instruction that includes task and strategic metacognitive knowledge, building student independence.

The unit began in Spanish with the activation of prior knowledge, initial introduction to the unit concepts, and the introduction of a strategic process for finding details in printed selections.[1] The unit continued in English with student application of the strategies to the science textbook's selection on the same topic, a related video, and the development of a web that demonstrated the acquired knowledge gained in both languages. At the end of the unit, she wrote:

Talking About the Forest

by Esmeralda

Today the men are cutting down the trees in the forest in Brazil. I don't like this because we don't get oxygen.

They use tractors to put the trees down. They sell the wood then they get money from the wood. They use fire to because thas more easear and thas more faster.

Also they cut the forest because they want to make cities and roads.

The animals and forest work together. This is interdependence. The trees give to the animals oxygen and to the people to. The trees give to the animals houses. If the trees foul down then the animals die and no more houses.

What she could do that she needed to do:

Esmeralda used English that is appropriate for her developmental level as a second-language learner, and she successfully summarized her feelings and thoughts about content that was appropriate for her grade level. When the unit was over, Esmeralda could find details in English or Spanish text. She had both task knowledge — she knew whether she needed to skim or read — and strategic knowledge — she could determine how much to read and what she needed to find out when she did.

Meeting Specific Personal Needs

The above example illustrated meeting a student's general needs, particularly school-related needs. I must have the student's help to uncover her specific personal needs and to know what she wants to do. It is part of what we discussed in Chapter Five, the getting to know the student through verbal and

[1]This strategic process followed the suggestions from *Literacy Development Strategies for Teachers and Students* by C. Ewy, G. Choi, S. Golden, E. Kuriyagawa, S. Pham, & C. Smith, 1989, Aurora, Colorado.

nonverbal means. This information is given to me at many points along the instructional path. Here are two:

1. One survey point is at the beginning of a unit of study, and looks different for students of different ages and teaching purposes. It may be an interest inventory to determine books to put in the classroom library or to provide a basis for project choices. It may be a more obvious brainstorming of priorities, asking students what they want to learn or be able to do after working with the topic about to be pursued.

2. A second point, and a frequent vehicle I use to provide the opportunity for students to meet their needs within the parameters of the course focus, is the project to be completed. The students are asked to pursue something meaningful in their own lives that utilizes what they come to know in the course or unit of study. The project is the impetus for active student learning throughout the course or unit of study. The breadth of the choices depends on student and teacher skills and comfort levels. I've found that as my ability to handle more student choice has expanded, I've still had to consider the skill and comfort level of the students. It has been necessary to begin with few choices and, as the teacher within develops more skills, expand the choices.

   Once a need or desire is articulated, the student and I must document her current ability to achieve it, so we will both be able to see gain in the future. The beauty for me has been that forthright asking has yielded honest assessment by students. The obvious teacher desire for the student to get true benefit from the time spent in the course or unit of study creates a reciprocal earnest effort of self-examination and planning by the student. As indicated in Chapter Five, with beginning English students this may need to be done in nonverbal ways, or started with little or partial information. It can then be supplemented as the student and teacher get better at learning about and communicating with each other.

   A class of adult learners, specifically teachers in a certification course, will illustrate how students and teacher worked together to meet general and specific needs.

Example 7.2

Context:

In this ESL Methods class, all the students had some English, though many were dominant in their mother tongue. Many languages were represented. This was the first education course for one student, who was a counselor recruited to teach because of the native language he spoke. There were beginning and experienced teachers. Some were specialists in ESL or bilingual education, and others were general education or Special Education teachers who were new to the field.

The course had three specific areas of study: methods, materials, and management. Students were required to show growth in each of these areas and to do a project that was meaningful to them utilizing what they learned in the course. Neither requirement was an end-of-the-course surprise, nor were they left until the end of the course to be evaluated.

Meeting Course and Student Goals:

On the first day of class, students were asked to give a written description of their current methods of teaching ESL students, the types of materials they used, and their primary management styles. As with all reflective writing, this was not graded, but was filed for reference. As part of orientation to the class, they then heard that, at the end of the course, they would be responsible for documenting how they had grown during the course in the three areas.

They were required to be active learners, not only because of the interactive nature of the class, but because of their need to demonstrate growth in the course goals *as they related to their personal goals.*

Next, they were asked to brainstorm what they wanted to learn in the class. These priorities were examined to determine which fit the intent of this course and which would be addressed in other courses in their certification process. The pertinent items were integrated into the course objectives. I accepted responsibility for ensuring broad exposure to these expressed wants or needs. They were asked to set a personal goal and to take responsibility for in-depth learning in an area of interest to them. Their project would be the vehicle for this in-depth learning.

One of the hardest concepts for these students to really internalize was that the project was to be something they wanted to accomplish *for themselves* that would help *them.* When they submitted their ideas for their projects, and as the course and their project developed, they were asked, "How will this help you? What will you be able to do as a teacher, that you couldn't do before, as a result of this project? How will it help you do something better than you could before the course and project?" They knew that it had to demonstrate growth within the course framework, but they had difficulty realizing that the purpose of the project was to ensure that the investment they made in the course was of clear benefit to them in their lives *outside the course.*

They were required to be active learners, not only because of the interactive nature of the class, but because of their need to demonstrate growth in the course goals *as they related to their personal goals.* No one else could do that for them. What I and their peer support groups did throughout the course was to help them clarify, reflect, and monitor what they were able to do with questions such as:

- Had their first day's description of their practices been accurate? Did they want to revise?
- What was evolving for them that was different from what they had described?
- Was their project truly meaningful to them? Why?
- Was it do-able within the time frame of the course?
- What resources did they need?
- How could we help them?
- How far had they come?
- What evidence did they have that they were achieving their goals?
- What adjustments needed to be made in the instruction of the course and by them?

- Did their documentation of growth and project meet the criteria developed together by the teacher and the class? What would strengthen it?

There was an ongoing presence of, "Show me what you can do so far, what you think about it, and what help you need."

Examples of projects:

One teacher chose to develop a management plan for when new ESL students entered her classroom at any time of the year. She listed the procedure she would follow, including individuals to contact outside her class. She also developed a packet of materials that students could use to tell her and their classmates about themselves and their background, and she described the related instructional methods.

The recruited counselor chose to write a lesson plan he might use at the beginning of school, since he had never done one, and would begin teaching in a month. He described the instructional methods and management that would be used in conjunction with the lesson, and he provided some of the materials to be used with the lesson.

Another classroom teacher developed some materials that ESL students might use in her classroom independently or with peer tutors. She discussed the methods related to the games and delineated the management of the use of the games, such as when and where they might be used, how the students would be taught the games, where the teacher would be and what she would be doing when the games were used, how feedback would be obtained from the games, what students would be missing when playing the games, and so on.

Documentation of growth:

There were no surprises for students or instructor at the end of the course. Teacher and students daily clarified with each other personal and course goals and progress towards meeting those goals. Some students took longer than others to get clear on personal and/or course goals. Some took longer than others to achieve what they wanted and/or needed to achieve. All had the opportunity, support, and expectation to succeed.

There were no surprises for students or instructor at the end of the course. Teacher and students daily clarified with each other personal and course goals and progress towards meeting those goals.

Everyone documented growth in methods, materials and management, but each documentation was different, since all students were at different points in their own "coming to know." All students were comparing themselves to themselves, from their point of entry in the course to finishing the course. They were reflecting on the learning that had occurred in them during the process of attending class, doing their project, working with their peers, and so on.

In addition to the specific project outcomes, some items mentioned on students' documentations of growth were evidence of the ability to: evaluate commercial materials for effective use with ESL students; create teacher-made materials for specific instructional needs of ESL students; articulate their own instructional philosophy about the instruction of diverse groups of students; and other specific insights and skills gained in the areas of methods, materials, and management.

The previous paragraph sounds like a list of the course objectives, which it could be. The difference is that not all students mentioned each of these on their documentation, because some had these before they entered the class, and others, like the new teacher, had an empty slate regarding the course material. All were able to document what they were now able to do better or differently, or that they couldn't do before the class, and their documentation related to their own personal needs and wants within the framework of the course.

In the Scheme of Things

I measure my success by what the student can do, beyond her ability to give information, to the ability to do what she wants or needs to do.

But ... what if the students don't speak English? What if they come to me with poor skills? What if the students aren't motivated? What if ...? Don't the students, school system, parents, and community have any responsibility? No doubt about it. And ...

With our nation's current study of "at risk" factors, professional journals are filled with examples of individuals and groups of students and schools who are seeing successes in spite of the presence of multiple risk factors. In fact, that is why many of us are still in education, because, though often discouraged, the hope and belief that we *can* make a difference still live within us. The questions are "How strongly are we committed to that conviction?" and "Are we willing to live our beliefs — to pay the price — to make them a reality?"

We have seen the dramatic changes that teachers and students can make in such true stories as those of Anne Sullivan and Helen Keller and Jaime Escalante and his students. These stories demonstrate what the combined determination of teachers and students can do. The determination was first owned by the teachers. The teachers had an ardent belief in the ability of their very reluctant students and relentlessly communicated that belief to the students. They maintained high expectations and provided meaningful instruction that grew from ongoing knowledge of what the students were able to do at any given moment. The determination of the teachers would not have sufficed if it had not included a persistence to get the students to own the same determination and belief, and to see how they could meet their own needs or desires. Inspiring success resulted when teachers and students were all clear about and committed to doing what they needed to meet students' needs and desires through the context of the situation or content.

If we have a conviction that we *can* make a difference, why would we be satisfied with waiting until students have finished the course, the year, or school to find out whether or not that is true? Why wouldn't we be finding out *daily* if we are making a difference by monitoring what students manifest? Why wouldn't we see what students can *do*, and let that doing inform us and the students about what we need to do next?

If we have a conviction that we can make a difference, why would we be satisfied with waiting until students have finished the course, the year, or school to find out whether or not that is true?

In earlier chapters, I retrospectively measured a number of my teaching successes as low. My intentions, I believe, were always clear. I wanted my bilingual and monolingual students to succeed in the American schools without using me as a crutch. Unfortunately, I saw that as a long-term goal, and didn't know that it would have produced better results more quickly if it had been a short-term goal as well.

With a long-term goal of students succeeding in the American schools, my short-term goal can be making sure my bilingual students can succeed affectively, academically, and linguistically each day. Affectively, I can create an environment that communicates acceptance of multiple cultures, languages, and ethnic groups and conveys confidence in the students' ability to succeed. Academically, I can find a way that the students can succeed right away at something age-appropriate that is a part of what everyone else is doing. For linguistic success, I can create ways for the students to build on the developmental languages brought to class, as well as ways to acquire English if it is not already present.

"I measure my success by what the student can do, beyond her ability to give information, to the ability to do whatever she needs or wants to do," does not exclude the student's role in accountability, as seen in Example 7.2. Instead, it strengthens and enables it. When we move from measuring information given back to us to measuring growth in the student's ability to meet her needs or wants, the student must become active throughout the simultaneous and ongoing processes of instruction and evaluation.

This compelling student-teacher partnership that meets the students' needs through the context of the content, will vitalize our classrooms and stop giving us and our students a rationale for failure. As long as instruction doesn't require and empower students to meet their needs and desires within the course framework, teachers can blame students for not meeting course goals, and students can blame teachers for not meeting personal goals. Each can blame the other for motivation problems, lack of effort, or incompetence. Each can claim that the other didn't live up to his/her responsibility. When achievement of course goals is demonstrated through achievement of personal goals, both teachers and students are invested in the course and each other's goals: the success of one is tied to the success of the other.

Conclusion

Do you remember my statement in the overview of this monograph, that, although the focus is on bilingual students, the principles apply to all students? I hope you agree with that statement now that you've read the last seven chapters because one conclusion I've drawn is that, in fact, success for bilingual students depends on better understanding the difference between what we say we want and what we have actually been doing with all students.

Chapters Three and Seven explain this in terms of incomplete and complete knowledge frameworks that yield short-term and long-term goals, respectively. We say we want to educate students. What we do is get lost along the way. When discussing what education means, people sometimes talk about having a store of knowledge. When pressed to express why the store of knowledge is important, the speakers indicate that it will help a person converse, understand, get... That is, the store of knowledge will help the person do what he or she wants or needs to do.

This monograph urges teachers to use a knowledge framework that includes metacognitive and sociocultural knowledge along with content and discourse knowledge. It affirms the need for students to understand and demonstrate their knowledge of content and language, and offers some instructional strategies for helping bilingual students achieve these age-appropriately. It also asserts that if students are to succeed today in ways that will allow them to be independent tomorrow, we must acknowledge, engage and bring into the open their thinking about tasks, strategies, and the systems in which they find themselves. This exploration of thinking leads to knowledge of self and others, and of the social and cultural influences on all.

The knowledge framework presented in Chapter Three is meaningful to me. For those of you who do not relate to it the same way I do, I would like to explain my reasoning in a slightly different way.

Empowering Students and Teachers

It seems to me we have made education un-doable for our students and for ourselves.

Students are capable, motivated, interesting human beings who want to do more than we are letting them do. They want to live productive and meaningful lives now. In an attempt to help students, we have incapacitated them.

For eons teachers have thought they were helpers, yet they have become helpless from carrying a burden they have tried to carry by themselves. It seems that both teacher and student are in trouble, and they are each other's help.

Covey (1990) lists proactivity as the first habit of highly effective people. He explains:

> We gain control over circumstances by using strong values as a guide and an anchor. Circumstances change continually; values are fixed. So when we hold to our values and make choices that represent them, we gain the power to be constant despite changing circumstances.

In this monograph, we saw how the circumstances of bilingual children in our schools often set students up for failure. Are our values strong enough? Are we willing to make choices that gain control over the circumstances bilingual students face in our schools, so that we may educate all students well?

Samuel Betances (1992), could have been speaking for all students when he voiced for himself, "I want to make a greater contribution than you're letting me."

Bilingual students, this monograph asserted, can do age-appropriate work and be full participants in school before they speak perfect English. All students can do much more than just give back information that we've given them.

We must remove the limitations we've imposed on our students. We must put our hands around the core of the student, and, moving in tender synchronization with its pulse, teach the student how to come to know.

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